



EQUALITY INFORMATION 2024-2025

Introduction

Corsham Regis 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. Corsham Regis 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

- No pupil exclusions in 23/24
- increasing the involvement of SEND pupils in sport
- increasing the understanding and confidence of pupils and staff in recognising signs of poor mental health and the contributing factors
- increasing pupils' knowledge and understanding of the different faiths, cultures and beliefs in Britain today
- Adapting our curriculum to recognise the importance of wellbeing and mental health
- Working alongside the Charlie Waller Memorial Trust

Priorities for the Year 2024-2025

continuing to raise awareness, increase understanding and make a difference to pupils' mental health and wellbeing.

Increasing the understanding of religious diversity amongst pupils and to learn to promote tolerance and understanding

Sex (Gender) – Boys and Girls

In our 2023-2024 Year 6 group we had 17 girls and 14 boys. In the end of Key Stage 2 statutory tests, in writing girls outperformed the boys by a difference of 10.9%. In Science 78.5% of boys achieved the expected standard compared with 58.8% of girls. In reading, 70.5% of girls achieved the expected standard compared with 85.7% of boys. In Maths, 47% of girls achieved expected compared with 50% of boys

We continue to select high quality texts when teaching reading that appeal to both boys and girls. With an emphasis on developing a 'love of reading' across the academy, buddy reading takes place with the older children sharing books with the younger children and both male and female volunteer readers are used in school. In maths, an emphasis is placed upon oracy, where paired and group talk is used effectively to learn new vocabulary, build confidence and discuss methods for calculation amongst all pupils when working on new concepts. When planning work, teachers ensure that both male and female role models are used.

Minority Ethnic Pupils

Wiltshire Local Authority (LA) and schools recognise that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and support the following measures in order to raise attainment:

- This school ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- This school ensures that all teachers have high expectations of all pupils, and individual pupils' progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement
- All teachers are aware that different factors can combine to exacerbate educational disadvantage, e.g., gender, being summer born, being eligible for free school meals, having special educational needs, being a young carer, mental health, etc.
- This school works closely with parents/carers to address any underachievement at an early stage and are able to implement a wide variety of interventions.

English as an Additional Language

The focus remains, that for children to achieve well across all subjects, communication is essential and by supporting children with their language needs as soon as they enter school, gives them the best opportunities for accessing and achieving in all subject areas.

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 (EMTAS) advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential.

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.

Corsham Regis 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 Regis 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" (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. Corsham Regis 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 Regis 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 Regis 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.

Gender Identity and Sexual Orientation (LGBTQ+)

For non-church schools:

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 Regis 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.

This school recognises that negative views within wider society about lesbian, gay, bisexual, transgender, queer/questioning and others (LGBTQ+) people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from Child and Adolescent Mental Health Services. (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 LGBTQ+ 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 LGBTQ+ 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)(SEND)

SEND pupils are categorised as 'SEN with a statement or Education, health and care (EHC plan)' and 'SEN support'.

- Wiltshire primary school pupils identified as having SEND are supported to enable a smooth transition to the secondary schools/academies that are best able to support their individual learning needs
- Wiltshire schools, in conjunction with the LA, work extremely hard to ensure that individual pupils meet their full potential, and to determine that pupils have gained all they can from their time at primary school. Pupil attainment is monitored using the current SEN categories.

Corsham Regis is required to publish information on the attainment of SEND 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. 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 Regis has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Corsham Regis 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.

Corsham Regis Local Governing Body has a nominated governor to monitor provision for SEND and Disadvantaged Learners. In partnership with the Senior Leadership Team, the nominated governor will evaluate the impact of school-based interventions termly to provide an analysis of cost effectiveness each year

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.

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.

An objective is about change. It should be specific, measurable, achievable, relevant (realistic) and time-bound (SMART), expressed in terms of people and outcomes, and set towards achieving a long-term goal. This means objectives focus on outcomes - real, practical change that can be expressed in terms of improvements.

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. Corsham Regis Primary Academy is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life. Corsham Regis Primary Academy has decided that one of our Equality Objectives will 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 1: It is our aim to ensure all adults working in the academy are committed to raising awareness, increasing understanding and making a difference to pupils' mental health by providing a place where all children feel safe, secure and able to achieve and experience success and well-being.

Success criteria:

- Promoting mental health policy is updated annually and shared with Staff receive focused Continuing Professional Development (CPD) to highlight potential mental health issues for children and families, as well as strategies linked to outdoor learning to improve these
- In September we start with a week dedicated to mental health and wellbeing linked with Creative Arts, in 2023 the theme was 'Earth' a topic inspired by Aaran Copland and his music 'Rodeo' for years 2-6 and 'No place like' by Kerry Andrews for EYFS and Year 1. Supporting children with their mental health and wellbeing is woven throughout our curriculum.
- Pupils with attachment disorders are recognised and provided with support from Emotional Literacy Support Assistant (ELSA) qualified staff and have access to Nurture Room provision
- Pupils are taught about healthy minds as well as healthy bodies through the Learn for Life curriculum
- Pupils in year 3, 4, 5 and 6 in 23/24 were taught a unit of work 'You Me and Us' by Up and Under Sports that teaches and promotes 'healthy body/ healthy mind' and took place both in the classroom and outside.
- In 2024-2025, pupils in years 2, 3 and 4 will be taking part in Healthy Heroes, the precursor to the Impact Project.
- The Senior Teacher Leading Inclusion will continue to make referrals to appropriate agencies, e.g. Trauma Recovery Centre, Spurgeons, CAMHS, Hrcgcare group School Nursing Services.
- Our trained and qualified Thrive practitioner will support a number of our most needy pupils.
- Lego therapy will be used to target a specific group of children.

The impact will be measured by:

- The number of pupils who accessed Thrive in 2023-2024 (15) 2022-2023 (21) 2021-2022 (19 pupils), 2020-2021** (12 pupils) 2019-20* (12 pupils)
- Pupils in KS2 10 children accessed Time to Talk
- Pupil Voice annually to gather their opinions and perceptions of mental health provision
- 10 pupils accessed nurture in 2022-2023, 38 pupils accessed nurture in 2021-2022. The number of pupils accessing the Nurture Room provision in 2019-20* (7 pupils)
- Due to staffing Nurture groups did not take place in 2023-2024 but there was much less need for this provision with Thrive and Time to Talk supporting the children's needs well
- The number of successful referrals made to outside agencies specialising in providing mental health support: 3 referrals made

Objective 2: To increase the understanding of religious diversity amongst pupils and to learn to promote tolerance and understanding between different groups.

Success criteria:

- Wiltshire RE resources are used to support the teaching of religious education across the academy– the RE curriculum was updated in 2021-22 and the subject leader has continued to support colleagues in its use.
- Whole school and class assemblies are used to promote British Values
- Review and update PREVENT action plan
- Pupils are taught about respect, tolerance and understanding through the Learn for Life curriculum
- Celebrate different cultures and traditions within the United Kingdom– RE theme days continue throughout the year and Easter and Christmas celebrations are included in our two-year rolling curriculum implementation.
- Pupils are able to appreciate ethical debates
- Participation in different Corsham cluster school and community events

The impact will be measured by:

- Pupil Voice annually to assess their understanding of religious diversity, tolerance and respect
- Monitoring the number of racial incidents year on year –2019-20*: 2 2020-21: 1 2021-22 and 2022-23:4 2023-24 5