

# Kiwi Primary School



## School Equality Information

## **Introduction**

Kiwi 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. Kiwi 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<sup>i</sup> for our school population and how we plan to tackle inequalities that may impact at school.

## **Celebrating our Successes**

- Daily lunchtime club to support pupils who often find lunchtimes difficult
- Working with outside agencies to support pupils (Behaviour Support, EMTAS etc)
- Development of an engaging curriculum providing opportunities to learn about diversity
- Promoting the school community through the curriculum and whole school events such as assemblies to develop a greater sense of belonging
- A strong team providing pastoral support ensuring the wellbeing of pupils
- Analysis of school performance data to ensure a high standard of education for all pupils
- Promoting our SOAR values

## **Sex (Gender) – Boys and Girls**

The underachievement of boys compared with girls persists both nationally and in Wiltshire. Nationally the gap is 8 percentage points, which has remained the same as 2019 with 68% of girls achieving the expected standard in all of reading, writing and mathematics compared to 60% of boys.

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>

At Kiwi, trends in attainment and progress are analysed. The English curriculum is planned carefully to engage both boys and girls and support is provided as required. In addition, the school Teaching Assistants who provides speech and language support for several children from early years and key stage 1.

### **Minority Ethnic Pupils**

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists.

Small numbers of minority ethnic pupils 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.

### **Black Caribbean Pupils and Mixed White/Black Caribbean Boys**

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, Kiwi 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. The Black Lives Matter movement has provided a new impetus to this important work. This school is able to receive regular guidance and information from the LA as well as sharing best practice with other Wiltshire schools.

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

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

Nationally, 16% of Gypsy/Roma pupils and 20% of Irish Traveller pupils achieved the expected standard. 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/Roma 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.<sup>iii</sup> 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>

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. <sup>v</sup>

### **English as an Additional Language**

Nationally, 62% of pupils for whom English is known to be their first language achieved the expected standard in the Key Stage 2 assessments. This compares with 61% of pupils for whom English is an Additional Language and 62% for All Pupils

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. <sup>ii</sup> 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 advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are able to fulfil their academic potential.

At Kiwi, pupils with EAL (approx. 21%) receive additional support as required to ensure their understanding of the curriculum. Nepalese and Afghan pupils receive weekly support from Teaching Assistants from Wiltshire EMTAS (Ethnic Minority and Traveller Achievement Service.) Pupils with EAL achieve well and generally achieve better than non-EAL 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.

Kiwi 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.

The 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.

Kiwi Primary 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. Kiwi 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 representatives from various communities.

Kiwi School recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that 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>vi</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; the charity Mermaids; as well as exchanging best practice with other schools. Kiwi 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 school recognises that negative views within wider society about LGBT+<sup>vii</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. Kiwi School recognises that pupils with these issues will need support from school-based counsellors/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.

### **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**

### **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% with a statement or education, health and care plan.<sup>viii</sup>

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

Kiwi 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 a school we must adhere to data protection protocols. In order not to breach the confidentiality of individual or small groups of pupils, our school is limited in the data it is able to publish.*

### **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>xi</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.

Kiwi School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from SEND education specialists. The school also knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers.

Our strong SEN team provide support for pupils (and their families) to enable them to be successful at Kiwi School. For further information, visit the school website.

### **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.

Pupils at Kiwi School may be at greater risk of having social, emotional, and mental health difficulties (SEMH) due to the turbulent lifestyles that are often associated with being part of a military community. We aim to address this through Equality Objective 1.

## **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.

1. To address pupil mental health and well-being, increasing the resilience and confidence of all pupils particularly those with protected characteristics
2. To monitor and analyse pupil achievement data by relevant protected characteristics to minimise inequalities in achievement.
3. To promote SMSC development through appropriate curricular opportunities with particular reference to respecting differences



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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> 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>iii</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>iv</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>v</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>vi</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>vii</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>viii</sup> SFR69\_KS2\_2017\_LA\_Table\_L9a

<sup>ix</sup> National Curriculum Assessments at Key Stage 2, 2017 (revised ) SFR 69/2017

<sup>x</sup> SFR69\_KS2\_2017\_LA\_Table\_L9a

<sup>xi</sup> 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>