



Equality Information 2025 - 2026

St. Paul's Primary School

Introduction

St. Paul's 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. St. Paul's 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 equality¹ for our school population and how we plan to tackle inequalities that may impact at school.

Priorities for the Year 2025– 2026

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire.

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. Our children are assessed on entry to school for speech and language and those requiring it are given specialist support. St. Paul's Primary School will continue to benefit from Helicopter Stories which helps to tackle language deficit and helps children become more successful readers and writers.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists. LA and national attainment data provides a valuable source of information to identify potential areas of concern.

Black Caribbean and Mixed White/Black Caribbean Pupils

National and LA data has highlighted concerns about the attainment of Black Caribbean pupils and Mixed White/Black Caribbean boys. This national attainment gap has remained relatively constant for the last 30 years despite a range of initiatives.

When and as appropriate St. Paul's Primary School works closely with the LA to implement proven strategies to raise the attainment of pupils from these groups during the primary school years.

Gypsy/Roma/Traveller Pupils

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

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. 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.

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English as an Additional Language (EAL)

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 (EMTAS) advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential. At St. Paul's we follow the guidance and advice from EMTAS when welcoming children to our school with EAL, who provide additional resources to support staff in meeting the needs of all 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.

St. Paul's 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.

St. Paul's 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 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 - <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. St. Paul's 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.

St. Paul's 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. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

St. Paul's 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.

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. St. Paul's 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 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 (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.

Disability (Special Educational Needs and Disability)

SEND pupils are categorised as 'SEN with an Education, health and care (EHC) plan' and 'SEN support'. Of all reported characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified SEND.

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.

St. Paul's Primary School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. St. Paul's Primary School 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 Concern

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. At our school, one member of staff has received training to be a Senior Mental Health Lead and attends Mental Health Lead network meetings. We can also make referrals to the Mental Health Support Team who are able to provide a series of counselling sessions for children experiencing a range of challenges such as low mood, mild depression / low self-esteem, generalised anxiety/worry, simple phobias, panic, social anxiety and mild OCD. In addition, we are a Thrive school - implementing a range of strategies to support all children - such as soft-starts after transitions. For children with more complex needs, we implement a bespoke thrive intervention - designed to secure a sense of belonging, improved emotional resilience and better access to, and engagement, in learning.

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. Schools choose an equality objective that meets the needs of their particular school community.

Equality Objective: Pupil mental health and wellbeing

Academic attainment is important, but pupils also need to progress through their education feeling happy and self-confident. St. Paul's Primary School 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. St. Paul's Primary School has decided that one of our new 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.

St. Paul's Primary School will:

- **Ensure all our children thrive and achieve to the best of their ability**
- **Provide opportunities for children to enjoy and achieve through music tuition**
- **Ensure children have annual access to Forest School Provision**
- **Provide weekly access to our Therapy Dog**
- **Ensure prompt identification of vulnerable children who are at risk of poor mental health and low self-esteem**
- **Provide support to families of vulnerable children through Early Support Assessments and support from our Parent Support Advisor (PSA)**
- **Work with children on an individual basis as required, to provide relevant support, and to make appropriate adaptations to meet their needs – this may be through ELSA**
- **Provide EBSA workshops delivered by our PSA.**
- **Deliver 'Patchwork' workshops for parents/carers and their child to re-build positive relationships**
- **Make referrals to the Mental Health Support Team and CAMHS as appropriate**
- **Provide additional transition arrangements between different Key Stages to ensure children are fully supported and prepared for upcoming changes**

To be reviewed November 2026