Equality Information and Objectives Policy Primary

School Name	**Keevil CofE Academy**

Person responsible	Sara Edwards
Approved by directors	
First written	

For review	Reviewed	Signature
July 2022		
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All policies are renewed annually. If no change then just signed. If an amendment or full change is required, this is recorded.

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Statement of intent

Acorn Education Trust recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- Equal Opportunities Policy: Pupils
- Equal Opportunities and Dignity at Work Policy
- Data Protection Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of any Acorn Education Trust school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for all Acorn Education Trust schools is the Board of Directors.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

Acorn Education Trust will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and aims

We see all learners and potential learners, and their parents, of equal value, regardless of any protected characteristic. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

Acorn Education Trust will:

- Promote **race equality** and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- Promote **disability equality**, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- Promote **gender equality** by eliminating unlawful discrimination and harassment, and promote the equality of opportunity amongst individuals of all genders.

Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term '**transgender**' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

Acorn Education Trust is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. The Trust will ensure that all staff comply with the appropriate equality legislation and regulations. Each school's Admissions Policy will not discriminate against any protected characteristic in any way.

The Trust will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

The Acorn Senior Executive, on behalf of the Board of Directors will:

- Ensure that every Acorn Education Trust complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher will:

- Implement the school policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.
- The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4. Equality objectives (see appendix for 2021/22 priorities)

Acorn Education Trust is committed to promoting the welfare and equality of all its staff, pupils and other members of each school's community.

To achieve this, the Trust has established the following 2 objectives which are adopted by all schools. The third objective is specific to our school, reflecting our community and curriculum:

- To ensure every child/student in every school/nursery has the opportunity to access the whole age-related educational experience, be it in the classroom, the extra - curricular programme, or an enrichment trip/activity.
- To Implement effective strategies and support for all our vulnerable children/students.
- To increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding.

The Trust will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year. The school will update and publish its equality objectives at least every four years.

5. Collecting and using information

In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the Trust's legal obligations.

The Trust will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The Trust will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The Trust will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The Trust will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy: Pupils and Equal Opportunities and Dignity at Work Policy.

6. Publishing information

Acorn Education Trust will publish information to demonstrate its compliance with the Act. The Trust will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- age
- race
- sex

The Trust will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The school will publish findings in its annual report.

The Trust will publish the following information annually with regard to the gender pay gap:

- The difference between the mean hourly rate of pay of male and female full-pay relevant employees
- The difference between the median hourly rate of pay of male and female full-pay relevant employees
- The difference between the mean bonus pay paid to male and female employees
- The difference between the median bonus pay paid to male and female employees
- The proportions of male and female relevant employees who were paid bonus pay
- The proportions of male and female full-pay relevant employees in lower, lower middle, upper middle, and upper quartile pay bands

The above information will be updated and published annually on the school website in a manner that is accessible to all its employees and to the public for a period of at least three years from the publication date.

The Trust will update its equality objectives at least every four years and publish on the school website. The Trust will publish information on the Trust website every year which will show the progress made towards the achievement of the equality objectives.

7. Promoting equality

In order to meet our objectives, the Trust has identified the following priorities:

- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and each school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The Trust will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined Behavioural Policy, which will be consistently implemented
- The Trust will ensure there is adequate access to the physical environment of each school.
- The Trust will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the Trust will plan ongoing events to raise awareness of equality and diversity.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

Acorn Education Trust is opposed to all forms of prejudice. The Trust will ensure that pupils and staff are aware of the impact of prejudice. The Trust will address any incidents immediately and, where appropriate, report them to the LA.

9. Complaints procedures

The Trust aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The Trust will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress. If a complaint has completed the Trust's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The Trust works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to

raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

10.Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the Trust will take every opportunity to promote and advance equality. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination. The Trust will develop an appropriate curriculum for all pupils in all vulnerable groups and will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

The CEO will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying
- Any changes made to this policy will be communicated to all members of staff.

Appendix

Priorities for the Year 2021/22 (Based on Wiltshire guidance)

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.

Keevil CofE Academy 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.

Keevil CofE Academy uses BLAST and NELI intervention programmes with EYFS children to tackle language deficit and to help children become more successful readers and writers. There are two specialist TAs who undertake specific SALT interventions with any children requiring extra support.

In recent years a new English curriculum has been developed across the school based on quality texts and immersion techniques to inspire and motivate all pupils for reading and writing.

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 are a national as well as a Wiltshire concern and have been an ongoing issue since ethnic monitoring was introduced.

Very small numbers of minority ethnic pupils in Keevil CofE Academy 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 Keevil CofE Academy 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. Keevil CofE Academy is able to receive regular guidance and information from the LA as well as sharing best practice with other Wiltshire schools.

Equality Objective: Black Lives Matter

Keevil CofE Academy will develop a separate action plan to tackle long standing inequalities highlighted by the recent Black Lives Matter movement.

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. 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.

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 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. 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.

Faith and Belief

Keevil CofE Academy 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.

Keevil CofE Academy 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.

Keevil CofE Academy 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/ Keevil CofE Academy is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. Keevil CofE Academy 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.

Keevil CofE Academy 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.

Keevil CofE Academy recognises that discrimination on the grounds of religion or belief is a global concern. Keevil CofE Academy 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. Keevil CofE Academy commemorates Holocaust Memorial Day as a key part of its commitment to informing pupils about the consequences of intolerance.

Keevil CofE Academy 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.

Keevil CofE Academy is benefiting an education resource designed for work with primary school children to educate them about Islamophobia. The development of this resource was funded by the Home Office [xii].

Keevil CofE Academy works with West Wiltshire Multi Faith Forum to enable our exploration of Faith and Belief to extend beyond our RE curriculum and is also through our Worship programme which offers further opportunity for reflection

The ethos of Keevil CofE Academy is 'Always treat others as you would like to be treated' (Matthew 7:12) which runs through the heart of everything the school does – this is what is taught to all and the expectation of how everyone within the school community will behave.

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. Keevil CofE Academy 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'.

Keevil CofE Academy 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.

To ensure that our pupils develop a positive view of people, regardless of their sexual orientation or gender identity, this school celebrates LGBT [xiii] History Month in February each year with a series of age-appropriate assemblies marking the contribution of significant figures (e.g. Alan Turing; Lily and Lana Wachowski; Gok Wan; Jackie Kay).

Keevil CofE Academy recognises that negative views within wider society about LGBT+ [xiv] 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 and is available to advise.

Keevil CofE Academy has benefited from the work undertaken by the Church of England and published in the document *"Valuing All God's Children"*. [xv] 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, 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. [ii] 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.

Keevil CofE Academy 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

Keevil CofE Academy 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. 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.

Keevil CofE Academy , 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. Keevil CofE Academy 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 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.

As well as a comprehensive PSHE curriculum and an ELSA, who provides specialist support for children with social, emotional and mental health difficulties, Keevil CofE Academy runs a comprehensive whole school Wellbeing Programme with outside professionals, Vibes. Through this the school aims to equip children with an enhanced understanding of their own wellbeing and a variety of strategies that they can use to maintain and improve this. The school also works with and supports parents and families of children with social, emotional and mental health difficulties.

EQUALITY OBJECTIVES

- To ensure every child/student in every school/nursery has the opportunity to access the whole age-related educational experience, be it in the classroom, the extra - curricular programme, an enrichment trip/activity.
- To Implement effective strategies and support for all our vulnerable children/students.
- To increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding.