



Princecroft

PRIMARY SCHOOL

Incorporating The Hive Nursery

Equalities Information 2025-26

Introduction

Princecroft 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. Princecroft 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 equalityⁱ for our school population and how we plan to tackle inequalities that may impact at school.

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations between people who share a protected characteristic and people who do not share it.

It is against the law to discriminate against anyone because of:

age

being or becoming a transsexual person

being married or in a civil partnership

being pregnant or on maternity leave

disability

race including colour, nationality, ethnic or national origin

religion, belief or lack of religion/belief

sex

sexual orientation

These are called 'protected characteristics'.

Priorities for the Year 2025-26

- Continuing to raise awareness, increase understanding and make a positive difference to pupils' mental health and wellbeing.
- Ensuring that the protected characteristics and British Values are present in our curriculum explicitly so that children can identify with important figures, stories and global links.
- Ensuring that progress measures for children with SEND or EAL are at least in line with other children in these groups nationally.

Sex (Gender) – Boys and Girls

In the 2025 Key Stage 2 statutory tests, attainment can be seen below:

Judgement	Boys			Girls		
	Below	Expected	Greater Depth	Below	Expected	Greater Depth
Reading	0%	58%	42%	18%	59%	24%
Writing	17%	75%	8%	24%	65%	12%
Maths	17%	42%	42%	18%	82%	0%

We can see generally, that a greater proportion of boys achieve the greater depth standard than girls. Across the school, data in many areas bucks the national trend and we see many of our boys performing better than girls.

We continue to select high quality texts when teaching which will appeal to both boys and girls. These are books written by male and female authors, featuring a mixture of male and female protagonists. Both male and female volunteers are used in school. In all subject areas, we emphasise the use of confident voices, where paired talk is used effectively to learn new vocabulary, build confidence and discuss methods amongst all pupils. Talk partners change frequently so that children experience working with boys and girls. We ensure we challenge all children regardless of gender.

Minority Ethnic Pupils

Very small numbers of minority ethnic pupils at Princecroft means 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.

When and as appropriate, Princecroft works closely with the LA and Pickwick Academy Trust to implement proven strategies to raise attainment during the primary school years. The school recognises 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 who 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 advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential. Princecroft School will continue to closely monitor the progress of our children with English as an Additional language to help ensure they achieve progress and attainment standards at least in line with other children who have EAL nationally.

Religion and Belief

Princecroft 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.

Princecroft 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. Princecroft 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.

Princecroft 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. Pupils learn about different religious festivals belonging to different faiths.

Princecroft 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.

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.

Princecroft School continues to focus on promoting understanding, tolerance and respect for different religions/faiths. This will be through our RE curriculum, school assemblies and educational visits to places of worship.

Gender Identity and Sexual Orientation (LGBTQ+)

For non-church schools:

This Protected Characteristic identifies a 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 still learning about these issues. Schools in Wiltshire access expert advice and support from the LA, as well as exchanging best practice with other schools. Princecroft 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; to name a few examples.

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 LGBTQ+ 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 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)

Pupils with SEND 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.

Princecroft School is required to publish information on the attainment of SEND pupils. Overall, pupils with SEND do not perform as well as those who do not, but progress measures show a much smaller gap with many children progressing in line with their peers.

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.

Princecroft School is determined to remove any barriers to learning for pupils with SEND and ensure their progress is at least in line with other children. This will be done through careful tracking and progress for pupils with SEND, Individual Education Plans and SENCo support for staff.

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.

Princecroft School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Princecroft 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.

Princecroft School has two Emotional Literacy Support Assistants who support the well-being and mental health of a number of children in the school. As a Thrive school, Princecroft School also boasts two Thrive practitioners and a mental health practitioner.

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. Princecroft 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. 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: All adults are committed to raising awareness, increasing understanding and making a difference to pupils' mental health by providing an environment where all children feel safe, secure and able to achieve and experience success.

Success Criteria:

- Staff receive focused CPD on the Thrive approach.
- Thrive sessions are in place across the whole school, with focus individual and group work for children who need it.
- There is a qualified Thrive practitioner trained to oversee Thrive provision and support some of our most high-needs children.
- Pupils with social, emotional and mental health needs receive ELSA provision.
- Pupils are taught about healthy bodies and minds in our curriculum.
- The inclusion lead will continue to make referrals to outside agencies where appropriate.

The impact will be measured by:

- The number of children needing to access individualised Thrive and ELSA support and for how long.
- Pupil conferencing to establish views and perceptions of mental health provision.
- The number of pupils needing external agency referrals.

Objective 2: For the progress of children with SEND and EAL to be at least in line with other pupils nationally.

Success Criteria:

- Internal provision mapping will be tight and prioritised for all pupils, but with a real urgency for pupils with additional needs.
- Staff intrinsically believe that all children are capable of achieving.
- We will work closely with families to ensure support is in place at school and at home.
- Additional tutoring where possible will be provided for the slowest progress children.
- Quality first teaching is of the highest standard.
- There is a relentless drive to ensure that all children can read.

The impact will be measured by:

- internal data tracking for all subjects
 - comparisons with national data
 - published data at key milestones
 - progress observed in children's books
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