

## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee:</b>	Children and Young People Select Committee
<b>Date:</b>	13 January 2021
<b>Title:</b>	Ethnic Minority and Traveller Achievement Service (EMTAS) Update
<b>Report From:</b>	Director of Children's Services

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#### Purpose of this Report

1. The purpose of this report is to provide an update on the work of the EMTAS service supporting Black Minority Ethnic (BME) children and young people. The report provides an overview of the support EMTAS provides BME, English as and Additional Language (EAL) and Gypsy, Roma and Traveller (GRT) children, young people and their families and the ways in which EMTAS is working with schools, services and other agencies.

#### Recommendation

2. That the Select Committee note the work of EMTAS in supporting children, young people and their families during Covid-19 and progress made in addressing the priorities in the service plan.

#### Executive Summary

3. This report provides an overview of the support EMTAS provides BME, English as and Additional Language (EAL) and Gypsy, Roma and Traveller (GRT) children, young people and their families and the ways in which EMTAS is working with schools, services and other agencies.

#### Contextual information

##### The EMTAS Service

4. Hampshire EMTAS is a dedicated multi-ethnic, multilingual team working closely with Hampshire schools to promote inclusion and support

progress and attainment of children and young people from Black Minority Ethnic (BME) and Traveller (GRT) heritages, including those at various stages of acquiring English as an Additional Language (EAL).

5. EMTAS offers bilingual support in over 20 different languages for children and young people for whom English is an additional language. Additionally, EMTAS provides a full range of services to improve access, engagement and participation of children, young people and parents/carers from Gypsy, Roma and Traveller (GRT) heritages.
6. EMTAS provides advice and training for teachers, senior leadership teams, EAL Co-ordinators, GRT Co-ordinators, Governors, Teaching Assistants and Office staff on all aspects of pedagogy, practice and provision for children at various stages of learning English as an additional language and their families.
7. Language phone lines run in Arabic, Bulgarian, Chinese Mandarin, Hindi, Malayalam, Tamil, Telugu, Hungarian, Marathi, Nepali, Polish, Portuguese, Romanian, Spanish and Turkish. Details are on the EMTAS website and can be accessed by schools and parents.
8. The Young Interpreter Scheme has now been digitalised and continues to be developed. Many schools in Hampshire and across the country have signed up to the scheme and there is now a subscription element for new developments. Additionally, the scheme was awarded with the prestigious Threlford Cup presented by the Chartered Institute of Linguists for fostering the study of languages in November 2018.
9. The New Arrival Ambassador scheme with a particular focus on Travellers, Children in Care and Service children has been taken up by a number of schools. EMTAS work closely with the Virtual School team to ensure the scheme is used in schools to train Ambassadors.
10. EMTAS continues to develop as a rights respecting service advocating for the rights of the child; our work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

### **Population Data: Ethnicity**

11. This paper includes data from the Spring census and EMTAS data on referrals. To preserve confidentiality in line with DfE guidance 2013 a threshold of six is set so that values of one to five inclusive are suppressed.
12. School census (Spring 2020) data (Appendix 1) show that 14.2% of children in Hampshire come from Black and Minority Ethnic (BME)

groups. This is an increase of 0.7% from the Spring 2019 census and equates to approximately 25,500 children. 6.6% children are recorded as having English as an Additional Language (EAL) in 2020 which is three percentage points more than 2019; this equates to approximately 10,750 children (Spring 2020 Census), 500 more children than in 2019.

13. The largest ethnic minority group within Hampshire is Any Other White Background (WOTH). Within this group the linguistic diversity includes many European languages such as Polish, French, Russian, Romanian, Spanish, Portuguese, Bulgarian, Slovak, Swedish, Finnish, Hungarian, German, Belgian, Dutch/Flemish, Italian, Czech, Latvian, Lithuanian as well as English and Afrikaans.
14. Between 600 and 800 children have been referred to EMTAS every year for support. (Appendix 3) These children may not appear on the Spring 2020 census as it is dependent on when they arrived in Hampshire and were referred. Numbers of children referred were less in 2020 due to Covid-19.

#### **Population data: Language**

15. EMTAS referral data record that 52 different languages are spoken by newly arrived children and young people in Hampshire schools (Hampshire EMTAS New Arrival data September 2019 - August 2020). However, 160 languages are recorded on School Census data (Spring 2020). The accuracy of the census data is dependent on how parents, carers and young people (from secondary school age upwards) choose to record their language and describe their ethnic group (a process known as 'ascription')
16. The county's linguistic profile changes year on year and the diversity within individual Hampshire districts varies enormously. A comparison based on the Spring Census 2020 can be seen in Appendix 2 which shows the top twenty languages (ranked in order of number of speakers) in Hampshire. The top language is Polish followed by Nepali which has been the case for the last few years. Numbers of Romanian speakers have increased and this is reflected in numbers of referrals received by EMTAS.
17. Hampshire EMTAS as a service needs to be flexible enough to respond quickly to new languages as well as to the transient and mobile nature of many BME and Traveller families. A further feature is the isolated nature of many ethnic minority families with very few sharing a common language, cultural background or ethnic identity. Apart from north Hampshire and Basingstoke where there are established Nepali and Polish communities, in most of Hampshire the likelihood is that even where numbers are higher, several different languages rather than one

dominant one will be spoken. EMTAS can support children who speak a language different from their own and EMTAS Bilingual Assistant team are trained through a carefully structured induction programme and the Supporting English as an Additional (SEAL) language course in order enhance their practice in schools.

18. The EMTAS team does not keep any specific data on migration patterns; however, we are able to provide a breakdown of languages and ethnicity by county, district and school from the Spring Census. (Appendices 4 and 5)
19. The vast majority of EMTAS' new arrivals work is with children who are new to English. However, in the case of Traveller children they may be new to the school or have a fragmented education. Although numbers of EAL children in Hampshire have increased according to the Spring Census 2020, referrals to EMTAS have decreased (Appendix 3). This decrease will be as a direct result of the Covid-19 lockdown.
20. Romanian speakers make up the largest number of new arrival referrals to EMTAS followed by Nepali and Polish with the highest number of referrals in the Rushmoor District followed by Basingstoke and Test Valley. Appendix 3 illustrates the top 15 languages referred to EMTAS. However, the changing list of languages from 2019 to 2020 can reflect change in Hampshire BME communities. EMTAS have produced a leaflet giving information about home/first language which is available in the parents' section of the website and is complemented by our 'Bringing up your Child Bilingually' leaflet which has been translated into 17 languages.
21. Year R make up the largest numbers of EMTAS referrals every year. In most cases, the support EMTAS provides for children in Reception Year focuses on parental engagement strategies and training for staff. Working with the Services for Young Children, EMTAS also supported and translated guides for parents about how to prepare their child for school.
22. Gypsy, Roma and Traveller (GRT) children are the fourth most referred group. These are not necessarily new arrivals but are referred to EMTAS due to a fragmented education, transition concerns or where relationships may have deteriorated between home and school. EMTAS sometimes acts as a conduit to remove barriers to participation and ensures every effort is made to support the child and family to remain in education. EMTAS has a trained ELSA who provides additional support for GRT and EAL children. Additionally, the team proactively work with schools to improve attendance, achievement and building trust. The newly developed GRT Excellence Award is an online school self-evaluation framework for monitoring and developing provision and progress for GRT pupils.

23. EMTAS work closely with the Services for Young Children (SfYC) team and have developed comprehensive guidance on practice and provision in the Foundation Stage (Early Years and Year R settings) and resources for parents to support their children starting school. For support with transition into Year R, the receiving school can refer the child to EMTAS in the summer term. This enables schools to access support to gather the relevant background information, and to have an interpreter available for meetings with parents to plan for their child's transition. This is not intended as a universal service; it is to support children and families who may need extra help at this important transition.

### **Vulnerability in relation to ethnicity and language**

24. Many children and young people from minority ethnic backgrounds achieve in line or above expectations for their age and stage but for some groups, the gaps remain wide. For many vulnerable groups, gaps in attainment are apparent from an early age for example, Gypsy, Roma and Traveller ethnicities. However, this is not the case for all ethnic minority groups for example Black Caribbean pupils do well at KS1 and 2 but less well at KS4. Results can fluctuate year on year, due to the low numbers of pupils in groups so difficult to identify any trends in data.
25. According to the Spring Census 2020, 9.9% of children from BME heritages (out of the total BME cohort) are eligible for Free School Meals (FSM). BME pupils make up 11.4% of all Hampshire FSM pupils. FSM eligible BME pupils make up 1.4% of all Hampshire pupils. BME parents are less likely to claim FSM. EMTAS staff discuss FSM during profile meetings with parents and at coffee events where they are involved so parents are informed what this means for them and their children.
26. EMTAS Bilingual Assistants communicate information to parents through EMTAS phone lines and parental events run in conjunction with the school in order to support schools with clear communication around Free School Meals entitlement, the link with Pupil Premium and any other issues that are relevant for EAL and BME parents. Additionally, the EMTAS website links with the Free Early Years Education funding page for eligible 2 year olds and all 3 and 4 year olds where translated information can be found.
27. EMTAS do receive referrals from schools for Unaccompanied Asylum Seekers. We work closely with the school and Virtual School where this is the case to discuss the type of support the young person will need and discuss timetable and subject choices (if applicable).

## **BME Early Years Foundation Stage**

28. EMTAS is funded entirely by schools; there is no specific funding from Early Years settings. However, through sold service work EMTAS provides advice, training and guidance for practitioners. EMTAS will provide plus bilingual support for the most vulnerable children who are referred to the service before they enter school through the schools Service Level Agreement.
29. EMTAS now take referrals in the summer term for those children who may need extra support transitioning into Year R as part of the core offer to schools. This is a bespoke service and enables schools to access support to gather the relevant information and have an interpreter available for meetings with parents to plan for the child's transition. The support EMTAS can offer will vary from case to case depending on the needs of the individual family.

## **BME Key Stages 1, 2 and 4 Educational outcomes**

30. Overall, data in 2018-19 showed an improving picture in relation to educational outcomes for BME children and young people across all key stages in Hampshire. Unfortunately, due to Covid children and young people were unable to sit examinations in 2020 and outcomes for individual students were largely based upon centre assessed grades.

## **GCSE in Heritage Languages**

31. During 2018-19, a total of 48 students were supported by EMTAS Bilingual Assistants to enter heritage language GCSEs in 9 different languages including Arabic, German, Greek, Italian, Mandarin, Polish, Portuguese, Russian and Turkish. Of this group, 100% of the students entered achieved an A\*-C or 9-4 depending on the examining board. Students can be entered for a heritage language GCSE earlier than Year 11 depending on how well developed their first language skills are. However, the themes of the exams are sometimes better suited to older students (Year 9 onwards). Heritage Language GCSEs also contribute to the EBacc. Due to Covid 2019-20 exams in Heritage Languages did not take place.

## **EMTAS work during Covid**

32. During the first lock down EMTAS supported just under 500 requests from schools and parents virtually. Requests ranged from contacting parents to check on well being, discussions with parents about how to support the learning of their children during lockdown and support with transition.

33. Direct bilingual support was provided to children and young people virtually when certain year groups returned in July where virtual support could be arranged. This support enabled the children to access their lessons and gave strategies for using first language to support their learning.
34. EMTAS provide regular links to schools about new resources on the EMTAS Moodle which include several useful online learning resources for parents and information about Covid-19, some of which is translated where available.
35. EMTAS developed an App following a suggestion from a school about keeping the school community safe during Covid. The translation App which is on the EMTAS Moodle is currently available in 14 languages (including English), Bengali, Chinese, French, Hungarian, Italian, Nepali, Polish, Romanian, Russian, Spanish, Swedish, Tagalog and Turkish.
36. EMTAS translated in Nepali a simple to follow Covid-19 flow chart to help parents make appropriate decisions whether or not to send their child to school. This was contributed by Cherrywood Community School in Rushmoor. Cherrywood is an EAL Excellence Award Gold school and in keeping with the 'Parents and Community' aspect of this award, this is a great example of supporting and empowering families through the use of first language.
37. EMTAS have a thorough risk assessment and since September have been providing face to face support to schools, children and families in line with Government Covid-19 guidelines. Referrals to EMTAS are in line with where they were this time last year. Additionally, bilingual staff are continuing support visits to children and young people who were referred last academic year and ensuring a 'stepping stone' visit happens to identify what support is needed.

### **EMTAS work against service priorities**

38. EMTAS has developed a highly valued modular e-learning resource to complement training. This can be used for staff CPD. It is available to all Hampshire maintained schools as part of the SLA and has been sold to two universities to support initial teacher training, London Grid for Learning (LGfL) which also includes the digitalised Young Interpreter scheme and the South East Grid for Learning (SEGfL).
39. EMTAS have also increased their sold services work through schools buying in additional hours of support and resources that have been produced by the team and sold not only in Hampshire but out of County. This also includes training. Most academy schools are not buying into the

full SLA and use a pay as you go approach. Sold service work has been impacted by Covid-19

40. Through data analysis underachieving ethnic groups are identified and targeted to develop focussed project work. EMTAS Specialist Teacher Advisors collaborate with schools and EMTAS staff to plan and implement focus work with groups and produce case studies identifying good practice. Case studies are shared via schools communications, EMTAS website, social media and HIAS colleagues.
41. EMTAS are developing dual-language storytelling/reading with children/parents and schools with high numbers of EAL, sharing experiences and developing co-produced written and illustrated resources. The aim is the dual-language materials will be used by parents at home to support reading with their child(ren).
42. Secondary new arrival students are trained by EMTAS staff using "Accessing the curriculum through first language: Student training programme" This support programme is designed to support students in using skills in their first language to help them to independently access the curriculum. EMTAS are producing promotional materials for schools to identify the merits of this approach and for it to be used more widely. In 2020-21, the programme is to be developed to be used with Year 6 late arrivals to prepare them for secondary school.
43. To support schools to continue to develop and embed good practice when supporting EAL learners, EMTAS have developed an EAL accreditation with self-evaluation criteria. The EAL Excellence Award supports schools to develop their pedagogy and practice to ultimately improve outcomes. A focus of the award is how schools develop and embed use of first language in the curriculum as an EAL support strategy. To date, 15 schools have their Bronze Award, 6 their Silver Award and one their gold.
44. The Traveller team continue to provide support around transition between Year 6 and 7 which is a particularly vulnerable time for children and their families who may choose to electively home educate. Following on from the success of the EAL Excellence Award there is now a GRT Excellence Award with the emphasis on raising outcomes for Traveller children and young people. Additionally, EMTAS have a new GRT Reading Ambassador Scheme which is having a positive impact on children's progress in reading in the schools where it has been running.
45. There is now a feature on the EMTAS website called Kushti careers to support positive GRT role models. The content on this page reflects the stories of people from Hampshire's Gypsy, Roma and Traveller



communities who chose to stay in education. The qualifications and training they went on to receive has led to some great careers.

46. The EMTAS Advisory group consisting of Headteachers and senior staff support EMTAS in ensuring the current Service Level Agreement responds to the evolving needs of schools. By further developing our relationships with schools, we ensure we are listening and responsive to changing needs and priorities, offering creative and innovative solutions to improve outcomes for Black and Minority Ethnic (BME) including Travellers.
47. Through sold service work EMTAS are developing their offer to schools on the Isle of Wight and have a brochure of available services. The number of referrals from the island has decreased during 2018-19 however more recently we have supported the profiling of Unaccompanied Asylum Seekers with the Virtual School.

### **Consultation and Equalities**

48. No consultation required.

### **Legal implications**

49. None

### **Financial implications**

50. None

### **Personnel implications**

51. EMTAS admin collate data with support from the Data and Information Team.

### **Learning and development implications**

52. The report Identifies key issues affecting particular ethnic minority groups which EMTAS are addressing through the Service Development Plan.

### **Impact assessment**

53. This report is likely to impact positively on children and young people from Black, Minority Ethnic and Gypsy, Roma and Traveller groups.

## Appendix 1

### Spring Census 2020

Table showing Hampshire Black Minority Ethnic (BME) children in Hampshire schools 2020, 2019 and 2018 academic years

Ethnicity	Hampshire BME					
	2020		2019		2018	
	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire
White British	152951	85.0%	152608	85.6%	151951	86.2%
White - Irish	268	0.1%	262	0.1%	265	0.2%
Gypsy/Roma	626	0.3%	596	0.3%	564	0.3%
Traveller of Irish Heritage	111	0.1%	102	0.1%	93	0.1%
Any Other White Background	7338	4.1%	6933	3.9%	6624	3.8%
White and Black Caribbean	1277	0.7%	1198	0.7%	1134	0.6%
White and Black African	1093	0.6%	1001	0.6%	913	0.5%
White and Asian	2294	1.3%	2193	1.2%	2072	1.2%
Any Other Mixed Background	2802	1.6%	2609	1.5%	2449	1.4%
Indian	2192	1.2%	2094	1.2%	1936	1.1%
Pakistani	492	0.3%	460	0.3%	433	0.2%
Bangladeshi	412	0.2%	437	0.2%	444	0.3%
Any Other Asian Background	2627	1.5%	2498	1.4%	2429	1.4%
Black - Caribbean	279	0.2%	265	0.1%	274	0.2%
Black - African	1474	0.8%	1370	0.8%	1278	0.7%
Any Other Black Background	569	0.3%	535	0.3%	504	0.3%
Chinese	602	0.3%	603	0.3%	590	0.3%
Any Other Ethnic Group	1020	0.6%	938	0.5%	878	0.5%
<b>BME Total</b>	<b>25476</b>	<b>14.2%</b>	<b>24094</b>	<b>13.5%</b>	<b>22880</b>	<b>13.0%</b>
<b>Non BME – Other Total</b>	<b>1584</b>	<b>0.9%</b>	<b>1529</b>	<b>0.9%</b>	<b>1497</b>	<b>0.8%</b>
<b>Hampshire All</b>	<b>178231</b>	<b>100%</b>	<b>172290</b>	<b>100.0%</b>	<b>174714</b>	<b>100.0%</b>

#### Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data sourced from the 2020, 2019 and 2018 Spring School Censuses

## Appendix 2

### Spring Census 2020

Table showing top 20 languages spoken by English as an Additional Language (EAL) pupils Hampshire schools by 2020, 2019 and 2018.

Language Description	2020		2019		2018	
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL
Polish	1868	16.9%	1784	17.00%	1573	15.80%
Nepali	1013	9.2%	974	9.30%	1187	11.90%
Romanian*	615	5.6%	500	4.90%	286	2.90%
Chinese*	448	4.1%	443	4.43%	434	4.30%
Portuguese*	399	3.6%	370	3.60%	283	2.80%
Malayalam	383	3.5%	397	3.80%	435	4.40%
Spanish	331	3.0%	314	3.00%	326	3.30%
Urdu	327	3.0%	296	2.80%	311	3.10%
Bengali*	312	2.8%	327	3.20%	371	3.70%
French	290	2.6%	293	2.80%	302	3.00%
Hindi	289	2.6%	262	2.50%	204	2.00%
Turkish	259	2.3%	226	2.20%	189	1.90%
Filipino*	255	2.3%	289	2.80%	362	3.60%
Russian	232	2.1%	227	2.20%	186	1.90%
Tamil	245	2.2%	224	2.10%	178	1.80%
Arabic*	230	2.1%	205	2.00%	194	1.90%
Italian	210	1.9%	220	2.10%	189	1.90%
Hungarian	205	1.9%	185	1.80%	146	1.50%
Other than English	186	1.7%	188	1.80%	183	1.80%
Bulgarian	177	1.6%	175	1.70%	160	1.40%
<b>Grand total</b>	<b>10746</b>	<b>97.2% **</b>	<b>10268</b>	<b>100%</b>	<b>11093</b>	<b>100%</b>

Those Language groups with a star (\*) have been combined as detailed below:

**Tagalog / Filipino includes:**

Tagalog / Filipino  
Tagalog  
Filipino

**Romanian includes:**

Romanian  
Romany / English Romanes  
Romanian (Romania)\*

**Chinese includes:**

Chinese  
Chinese (Mandarin / Putonghua)  
Chinese (Cantonese)

**Panjabi includes:**

Panjabi (Pothwari)  
Panjabi (Mirpuri)  
Panjabi (Gurmukhi)  
Panjabi (Any Other)  
Panjabi

**Bengali includes:**

Bengali  
Bengali (Sylheti)  
Bengali (Any Other)

Chinese (Any Other)

**Arabic includes:**

Arabic  
Arabic (Morocco)  
Arabic (Iraq)  
Arabic (Any Other)  
Arabic (Algeria)

**Portuguese includes:**

Portuguese  
Portuguese (Any Other)  
Portuguese (Brazil)

\*\* For 100% the total number of children is 11061 however this includes Non EAL categories or classification pending, information not obtained, refused and British Sign Language

**Notes:**

- EAL pupils are those not in English (ENG), Believed to be English (ENB), British Sign Language (BSL), Information Not Obtained (NOBT), Refused (REF) and Classification Pending (ZZZ)
- Ethnic Group and language(s) spoken are defined by parents and/or pupils (if over the age of 11)
- Note there is some subgrouping of languages which may affect the accuracy of the data
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- Hampshire data sourced from the 2020, 2019, 2018, 2017 Spring School Censuses.

## Appendix 3

### EMTAS new arrival data, top 20 languages referred by academic year

	2019/20	2018/19	2017/18	2016/17	2015/16	2014/15
<b>Romanian</b>	74	96	82	72	80	59
<b>Nepali</b>	69	76	46	66	73	127
<b>Polish</b>	66	80	83	108	160	220
<b>Portuguese</b>	22	25	40	49	30	39
<b>English</b>	21	25	22	14	17	11
<b>Turkish</b>	17	29	29	15	18	34
<b>Arabic</b>	17	16	24	34	29	10
<b>Bulgarian</b>	15	24	14	23	21	16
<b>Spanish</b>	15	22	17	23	28	46
<b>Malayalam</b>	12	17	19	15	28	29
<b>Hungarian</b>	10	27	17	18	22	23
<b>French</b>	10	<6	10	22	20	21
<b>Russian</b>	8	11	11	12	15	11
<b>Bengali</b>	7	11	7	17	15	14
<b>Chinese</b>	6	24	23	20	29	40
<b>Hindi</b>	6	23	19	15	15	20
<b>Italian</b>	6	23	15	16	24	31
<b>Urdu</b>	<6	21	21	19	17	33
<b>Tamil</b>	<6	15	15	7	9	9
<b>Tagalog</b>	<6	8	9	14	10	21
<b>GRT</b>	31	68	65	76	69	113
<b>Total number referrals</b>	502	730	672	748	890	1055

Source: EMTAS New Arrivals data – top 20 language

## Appendix 4

### Spring Census 2020

#### Breakdown of English as an Additional Language (EAL) pupils in Hampshire schools by district 2020, 2019 and 2018 academic years

HIAS District	2020		2019		2018	
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% EAL
Basingstoke & Deane	2323	21.6%	2204	21.4%	2402	21.7%
East Hampshire	593	5.5%	586	5.7%	659	5.9%
Eastleigh	1073	9.9%	1030	10.0%	1066	9.6%
Fareham	518	4.8%	466	4.5%	526	4.7%
Gosport	406	3.7%	392	3.8%	438	3.9%
Hart	739	6.8%	729	7.1%	785	7.1%
Havant	697	6.4%	684	6.7%	675	6.1%
New Forest	707	6.5%	693	6.7%	743	6.7%
Rushmoor	1786	16.6%	1642	16.0%	1841	16.6%
Test Valley	1082	10.0%	1029	10.0%	1086	9.8%
Winchester	822	7.6%	813	7.9%	872	7.9%
<b>EAL</b>	<b>10746</b>	<b>100.0%</b>	<b>10268</b>	<b>100.0%</b>	<b>11093</b>	<b>100.0%</b>

#### Notes:

- EAL pupils are those not in English (ENG), Believed to be English (ENB), British Sign Language (BSL), Information Not Obtained (NOBT), Refused (REF) and Classification Pending (ZZZ)
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- Hampshire data sourced from the 2020, 2019 and 2018 Spring School Censuses.

## Appendix 5

### Spring Census 2020

Table showing an overview of Black and Minority Ethnic (BME) pupils in Hampshire schools by district 2020, 2019 and 2018 academic years

HIAS District	2020		2019		2018	
	Number of Pupils	% of All BME	Number of Pupils	% of All BME	Number of Pupils	% of All BME
Basingstoke & Deane	5046	19.8%	4797	19.9%	4521	19.8%
East Hants	1439	5.6%	1408	5.8%	1333	5.8%
Eastleigh	2681	10.5%	2533	10.5%	2368	10.3%
Fareham	1501	5.9%	1379	5.7%	1327	5.8%
Gosport	999	3.9%	961	4.0%	914	4.0%
Hart	2035	8.0%	1934	8.0%	1858	8.1%
Havant	1760	6.9%	1647	6.8%	1539	6.7%
New Forest	1893	7.4%	1843	7.6%	1781	7.8%
Rushmoor	3304	13.0%	3111	12.9%	2965	13.0%
Test Valley	2682	10.5%	2480	10.3%	2343	10.2%
Winchester	2136	8.4%	2001	8.3%	1931	8.4%
<b>Hampshire</b>	<b>25476</b>	<b>100.0%</b>	<b>24094</b>	<b>100.0%</b>	<b>22880</b>	<b>100.0%</b>

#### Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data sourced from the 2020, 2019 and 2018 Spring School Censuses.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes

**Other Significant Links**

<b>Links to previous Member decisions:</b>	
<u>Title</u>	<u>Date</u>
<b>Direct links to specific legislation or Government Directives</b>	
<u>Title</u>	<u>Date</u>

<b>Section 100 D - Local Government Act 1972 - background documents</b>	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **2. Equalities Impact Assessment:**

This report is likely to impact positively on children and young people from Black, Minority Ethnic and Gypsy, Roma and Traveller groups.