Crockerton Church of England Primary School

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VISION STATEMENT

Together we learn and grow, beyond expectations, guided by our faith and values.

Equality Information Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	November 2019
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Next Review	September 2021

We are committed to safeguarding and promoting the welfare of children and young people

Introduction

Crockerton Church of England 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. Crockerton Church of England Primary School creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equality[i] for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes

- increasing the involvement of girls/boys/under-represented groups in extracurricular activities/sport.
- raising the attainment of boys in reading/writing/maths.
- increasing the understanding and confidence of pupils to recognise, address and report bullying - including the use of racist, anti-LGBT and disability-related discriminatory language.
- increasing pupils' knowledge and understanding of the different faiths and beliefs in Britain today, and supporting individual pupils in the development of their sense of identity and belonging.
- In 2018 KS2 SATs results, 100% of SEN children achieved expected standard in Maths, and 67% achieved expected in reading. There were no SEN children in 2019 to compare.

Priorities for the Year 2019/20

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. Nationally the gap is 8 percentage points, with 69% of girls achieving the expected standard in all of reading, writing and mathematics compared to 61% of boys. The gap in Wiltshire is also 8 percentage points with 67% of girls and 59% of boys achieving the expected standard. [ii]

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. [iii]

Crockerton School has adopted the Sounds Write phonics scheme to teach early phonics well from the first day at school and this will be a focus across the school to improve writing and particularly spelling. However, whole school data outcomes demonstrate that there is no significant difference between the attainment of boys and girls, especially with very small cohort numbers for each.

Minority Ethnic Pupils

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

Very small numbers of minority ethnic pupils in Crockerton Church of England Primary School mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate successes. LA and national attainment data provides a valuable source of information to identify potential areas of concern.

Black Caribbean 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. [ii]

Wiltshire Key Stage 2 data for 2018 shows attainment was lower for Mixed White/Black Caribbean boys and girls with 52% achieving the expected standard. For Mixed White/Black Caribbean pupils eligible for FSM, 30% achieved the expected standard.

Wiltshire Key Stage 2 data for 2018 continues to show lower attainment for Black 'Other' pupils and 50% achieved the expected standard.

When and as appropriate Crockerton Church of England 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.

Nationally, 18% of Gypsy/Roma pupils and 22% of Irish Traveller pupils achieved the expected standard. [ii] 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. [ii]

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. [iv]

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, which is important as it is an area in which schools are able to help. [v]

English as an Additional Language

Nationally, the same proportion, 65%, 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. [ii]
For Wiltshire pupils, the attainment of pupils whose first language is other than English exceeded that of First Language English pupils. 64% of pupils whose first language is English achieved the expected standard compared to 63% of First Language English pupils. [ii]

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 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. [vi] 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.

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.
Crockerton Church of England 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.

Crockerton Church of England 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, 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" (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. Crockerton Church of England 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.

Crockerton Church of England 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.

Crockerton Church of England 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. Nationally, between 2015/6 and 2016/7 there was an increase of 37% in the numbers of faith or belief-based incidents reported to the Police either on school property or near to school property.[vii]

11% of Islamophobic incidents happen in educational institutions [viii], including name-calling, jibes about so-called Islamic State, violence, and victimisation when wearing a hijab [ix]. Many Muslim young people say abuse is so commonplace it is normalised [x]. Childline has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem [xi].

Gender Identity and Sexual Orientation (LGBT)
This school 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)

SEND pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In Wiltshire in 2018, 16% of pupils at the end of key stage 2 have a special educational need and 4% have a statement or education, health and care plan. [ii]

Of all reported characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified SEND. [ii]   In 2018, 20% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 74% of Wiltshire pupils with no identified SEND, resulting in an attainment gap of 54 percentage points. [ii]

Crockerton Church of England Primary School has information on the attainment of SEND pupils on the school website. 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.*

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. [xvi] 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.

Crockerton Church of England 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. Crockerton Church of England 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 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. [i]

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. Below are some _suggested_ Equality Objectives that you may wish to pursue. The suggested objectives have been developed to reflect current priorities, _however_, schools can choose an equality objective that meets the needs of their particular school community.

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.

Equality Objective: Ethnicity/GRT

To tackle racism and discrimination against Gypsy/Roma/Traveller pupils regardless of whether the school has Gypsy/Roma/Traveller pupils on roll and to promote positive representation of GRT communities and their histories. It is known that many GRT families do not disclose their ethnicity to the school as they fear discrimination and prejudice. Research (see endnote iii) has shown that 70% of GRT families have experienced anti-GRT racism in education. **The aim of this objective is to reduce racism and prejudice, and increase understanding of GRT communities, families and histories, with the long-term objective of increasing the numbers of GRT children who feel they would benefit from attending secondary school in Wiltshire.**

Equality Objective: Ethnicity/GRT

This school will ensure that Gypsy/Roma and Traveller families have access to the same level of early help support as other families and, in partnership with the Ethnic Minority and Traveller Achievement Service, will work to develop trusting relationships with families in the best interest of our pupils.

Equality Objective: Gender

This school is committed to addressing all issues of bullying behaviour and discriminatory language and this includes homophobia, biphobia and transphobia.

Equality Objective: Disability/SEND

This 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.

Equality Objectives Sept 2017 – 2020

Objective	Why	How will we achieve
To improve the outcomes for disadvantaged children (especially those who also have SEN) so that the gap between this group and non-disadvantaged children reduces and is ultimately closed.	Disadvantaged pupils, particularly those with SEN, are currently under-performing compared to non- disadvantaged children. This objective directly correlates with one of the targets in our SDP. By targeting this group of children we intend to reduce the attainment gap of pupils supported through the pupil premium in all subjects.	• Ensure this target is a focus target in the SDP • Appraisal targets for staff are directly linked to the outcomes of disadvantaged children • SENCO, and leaders to regularly monitor the progress and attainment of this group of children so that timely and relevant action can be taken as a result. • Ensure funding for disadvantaged children is focussed on facilitating better outcomes
To address mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood	National and local trends for children show mental health as a concern for young people and especially boys.	• Continue to have an ELSA to support learners with identified emotional/wellbeing needs • Access Mental Health training for identified member of staff through TASC. • Liaise with our secondary schools to ensure information is shared and secure effective transition • Signpost support for pupils and families (e.g. TASC counselling/parent support workshops, SWAPP courses) • Encourage pupils to take managed risk so that they develop resilience and learn to deal with disappointment (e.g. forest school activities/developing resilience in learning) • Improve playtime provision to suit activities for more children, including opportunities for indoors and extend the playground using the area at the back of the school. • Introduce Yoga as both KS1 curriculum and as an after-school club.

This school is committed to addressing all issues of bullying behaviour and discriminatory language. This school is aware that social media and on-line gaming exposes children to language that describes people with disabilities in a negative way. This school understands the impact of these words and has therefore decided that one of our new Equality Objectives will be to educate our pupils about disability-related discriminatory language to ensure all our pupils understand why some words should not be used.

[i] The Equality Act 2010 and Schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

[ii] https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2018-revised

[iii] Understanding the Gender Gap in Literacy and Language Development: Professor Gemma Moss and Dr Liz Washbrook, University of Bristol 2016 https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf

[iv] Gypsies and Travellers, House of Commons Briefing Paper Number 08083, 28 September 2017
http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf

[v] The Fragility of Professional Competence, A Preliminary Account of Child Protection Practice with Romani and Traveller Children in England, January 2018, University of Salford, Manchester http://usir.salford.ac.uk/46146/1/the-fragility-of-professional-competence-january-2018.pdf

[vi] Educational Outcomes for Pupils who have English as an Additional Language: The Education Policy Institute, The Bell Foundation, Unbound Philanthropy by Jo Hutchinson, Director for Social Mobility and Vulnerable Learners (February 2018) https://www.bell-foundation.org.uk/research-report/educational-outcomes-of-children-with-english-as-an-additional-language/

[vii] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf

[viii] Tell Mama, 2017

[ix] NSPCC, 2018

[x] British Youth Council, 2016

[xi] NSPCC, 2018

[xii] https://www.equaliteach.co.uk/wp-content/uploads/2018/04/FAITH-IN-US.pdf
Funded by the Home Office Hate Crime Communities Project Fund

[xiii] LGBT History Month, https://www.stonewall.org.uk/lgbt-history-month-education celebrated in February each year.

[xiv] Stonewall School Report, 2017, The Experiences of Lesbian, Gay, Bi and Trans Pupils in Britain's Schools
https://www.stonewall.org.uk/school-report-2017

[xv] Valuing All God's Children, 2017, https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

[xvi] Joseph Rowntree Foundation, Special Education Needs and their Links to Poverty, 26 February 2016
https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty