



Wansdyke School

Equality Information 2021-22

Introduction

Wansdyke School is committed to ensuring that everyone is treated fairly and with respect because we want our school to be a safe and inspiring learning environment for all our pupils. Our school recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same. Wansdyke creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equality¹ for our school population and how we plan to tackle inequalities that may impact our school.

Celebrating our Successes:

We have:

Designed a knowledge-rich curriculum which focuses on developing understanding of moral, social, ethical and global problems in our past as well as in the world today.

Book Spine includes a range of minority ethnic characters and stories to widen the pupil's range of experiences beyond their local environment.

Pupil's knowledge and understanding of different faiths and beliefs in Britain today developed through Discovery R.E that covers a range of religions and festivals.

Jigsaw PSHE and Discovery RE schemes are becoming more embedded within the school lessons which allow children to discuss difference e.g. faith, culture, family make up and the importance of British Values.

Complex Needs Resource Base fully integrated into school life.

The 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. (Please note due to Covid19, assessment schedules for summative data is not available)

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, attendance

The school works with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions.

We have focussed on reducing persistent absenteeism in vulnerable groups with great success

Priorities for the Year 2021/22

Gender

The underachievement of boys compared with girls persists both nationally and in Wiltshire. In Wiltshire, the attainment gap is marginally under 8 percentage points, with 68% of girls achieving the expected standard in all of reading, writing and mathematics compared to 60% of boys.

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

Wansdyke work tirelessly to ensure all its pupils achieve regardless of any group they may sit within. All summative data is analysed with gender as a consideration and follow-up action identified.

The school offers opportunities for both boys and girls to be involved in competitive sports and sporting clubs.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well 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 Wansdyke School 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.

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. ⁱⁱ

Wiltshire Key Stage 2 data for 2019 shows 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 Wansdyke School works closely with the LA to implement proven strategies to raise attainment during the primary school years.

Our curriculum shines a light on the discrimination shown towards Black people through its focus on Nelson Mandela and South Africa in Year 4. Year 4 also study *Race to the Frozen North*, a book about a Black explorer who was not credited with being the first man to reach the North Pole because of his skin colour. In Year 5, the children study a book based around the Tudors about a Black girl and her mother living in England at this time. Black lives matter and Black history month are raised as part of the class assemblies.

Jigsaw PSHE units focus on difference.

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. ⁱⁱ Small numbers mean the attainment of Wiltshire Traveller pupils is not being published. 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.

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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 and this is important as it is an area in which schools are able to help. ^v

The school does not at this time have any Gypsy/Roma/Traveller pupils.

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. 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.

A minority of pupils in the school are considered EAL and often these pupils have a high degree of proficiency in English. Where children do have significant language barriers with speak and interpreting English within the school, we draw upon resources from EMTAS.

Wiltshire Oracy project aims to develop of oracy skills in all pupils but also heavily supports EAL pupils.

Religion and Belief

Data is not collected for monitoring purposes on Religion and Belief, and so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief. Wansdyke 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.

Wansdyke 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", the [Wiltshire Anti-Bullying Charter](#).

This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility.

Wansdyke 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. Wansdyke 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 the school's R.E curriculum, based around the Discovery R.E scheme, pupils celebrate different religious festivals and learn from religious representatives from various communities.

Wansdyke 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 per cent 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}.

Wansdyke school's curriculum focusses in on abuse and religious discrimination from the past and in the present. We seek to educate our pupils on the ideas of equality and look at the local, national and global impact of religious discrimination. The school aims to develop links with other religious organisations to develop an understanding and tolerance of other religious beliefs. Wansdyke staff are trained in PREVENT and identifying extremist behaviour.

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. Wansdyke School recognises that Gender Identity is a complex area and that children, young people and their families are navigating an equality area where best practice is not fixed, and where the central advice is to be 'led by the child'.

This school is committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers.

Pupils are taught through our Jigsaw PSHE scheme 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 and celebrates the work and achievements of prominent LGBT figures as part of our 'Inspirational Individuals' who represent each house.

This school 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.

The school is involved in the Mental Health Support team trial within the school and also has 2 trained ELSA teaching assistants. We also utilise the Thrive approach within the school and complete Thrive assessments on individual pupils.

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 have a special educational need and 4% have a statement or education, health and care plan. ⁱⁱ

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. ⁱⁱ

Wansdyke School 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.*

SEND and Disadvantaged Learners

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.

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

Wansdyke School believes strongly in early intervention and targeted support to enable children to access the support they need, as soon as it is needed. Children are supported through Quality First Teaching, as well as short and longer term targeted interventions including Rapid Reading/Writing/Maths and Phonics. As well as support to enable children to 'catch-up', we also support children through Pre-Teach approaches to enable them to better access learning that is coming up.

As well as drawing on the SEND expertise that comes through the school having a complex needs resource base, we engage with outside agencies wherever possible to enable the needs of individuals to be met. Outside agencies include the Wiltshire Specialist Special

Educational Needs Service, Speech and Language Service, Educational Psychologist support and the additional support that is available to us through the SEN Team within Acorn Education Trust.

Wansdyke School also places an importance in the development of language and reading, knowing that these areas of learning are crucial in the development of further knowledge and skills.

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. ¹

At Wansdyke School we have layers of support for our learners who may be presenting with mental health concerns. As well as class staff supporting children in a nurturing moment by moment approach, we also have a trained Emotional Literacy Support Assistant for the whole school, as well as one for the complex needs resource base. Both of our ELSAs work with children and their parents to support concerns around friendship, worry and anxiety, social skills and wider emotional development. Our ELSAs attend termly supervision sessions with an Educational Psychologist.

The school is also in the early stages of embedding the Thrive Approach to support children on a 1:1 basis, small group and whole class. As Thrive is embedded across the school there will include a focus on working with parents and families also.

We are part of a pilot within the Local Authority and have a Mental Health Support Team as an additional layer of support for those children that need more specialist support than ELSA and Thrive may offer. The Mental Health Support Team practitioners work with children on a 1:1 basis, as well as with families, but they can also support school staff with their own professional development and understanding of mental health and work with whole classes across the school.

For children that need a higher level of specialist support, we make referrals to the Children and Adolescent Mental Health Service (CAMHS) and engage with that service in a way that is best for an individual child.

Whichever route of support our children may need, working with the parents as well as the child is essential.

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.

The School's equality objectives to be delivered over the next 4 years are:

- 1) To address pupil mental health and wellbeing as part of our commitment to preventing and addressing mental health difficulties as a result of the two national lockdowns.
- 2) 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.

3) To create a culture of zero-tolerance on all issues of bullying behaviour and discriminatory language including derogatory use of language aimed at LGBT.

4) To ensure that all pupils have equal opportunity to access the curriculum and make appropriate progress relative to their abilities.

References:

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-2019-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 Educational Needs and their Links to Poverty, 26 February 2016 <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>