

Equality Information 2019-20

Wansdyke School

Introduction

Wansdyke 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. Wansdyke 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.

Celebrating our Successes

- 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. Information about the attainment and progress of these groups can be found in our whole school data analysis. This identifies successes.
- 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, etc. Information about the attainment and progress of these groups can be found in our whole school data analysis. This identifies successes.
- The school works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions. This identifies successes.
- For more detailed information about what our school is doing to raise the attainment of these pupils, please refer to our Pupil Premium Information which is also published on this website.
- We have focussed on reducing persistent absenteeism in vulnerable groups with great success

Priorities for the Year 2019/20 can be found in the SDP and associated action plans and the PPDL strategy document

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 8% with girls achieving 67% and boys 59%.

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.ⁱⁱ

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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 Wansdyke 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 Pupils and Mixed White/Black Caribbean Boys

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.

Wiltshire Key Stage 2 data for 2018 shows lower attainment for these groups with only 52% at the expected standard. When and as appropriate Wansdyke School will work closely with the LA to implement proven strategies to raise attainment 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. 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/Roma and Traveller families choose to home educate their children during the secondary school years.

A House of Commons Briefing Paper (September 2017) reported that education issues for Gypsies and Travellers include prejudice, discrimination and discriminatory attitudes. The issues also include

the schools' responses to discrimination, and high levels of self-exclusion from mainstream education because of discrimination.ⁱⁱⁱ

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.^{iv}

English as an Additional Language

Nationally, 65% of pupils for whom English is known to be their first language and for those whom it is an additional language achieved the expected standard in the Key Stage 2 assessments.

For Wiltshire pupils, the attainment of pupils whose first language is other than English 64 per cent of pupils achieving the expected standard. First Language English pupils as only 63 per cent achieved the expected standard.

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.^v 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.

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. <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. 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 a whole school activity, 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.^{vi}

11% of Islamophobic incidents happen in educational institutions

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; the charity Mermaids; 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 that families come in many different forms and include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc.

Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other.

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

This school recognises that negative views within wider society about LGBT+^{viii} 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.

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 2018, 16% of pupils at the end of key stage 2 have a special educational need and 4% with a statement or education, health and care plan.^{ix}

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.^x In 2018, 20% of Wiltshire pupils with SEN reached the expected standard in all of reading, writing and mathematics, compared with 74% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points.^{xi}

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.

The school publishes SEN information reports which sets out our provision for SEN children. We have an SEN Policy, an SEN register and SEN governor to ensure our provision is high quality.

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.^{xii} 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 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.

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.

Our equality objective is

‘To ensure that our pupils understand and appreciate the rich diversity of Britain and the important values that help people with differing perspectives and outlooks to live together harmoniously.’

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 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>

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

^{iv} 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>

^v 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/>

^{vi} https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf

^{vii} LGBT History Month, <https://www.stonewall.org.uk/lgbt-history-month-education> celebrated in February each year.

^{viii} 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>

^{ix} SFR69_KS2_2017_LA_Table_L9a

^x National Curriculum Assessments at Key Stage 2, 2017 (revised) SFR 69/2017

^{xi} SFR69_KS2_2017_LA_Table_L9a

^{xii} 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>