

## Keevil CofE Academy Equality Information 2018-19

*"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." Mathew 7:12*

*This policy has at its core, the above quotation and reflects the need for fairness and forgiveness.*

### Introduction

Keevil CofE Academy 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. Keevil CofE Academy 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<sup>1</sup> for our school population and how we plan to tackle inequalities that may impact at school.

### Celebrating our Successes

During the academic year 2017-18 we have worked hard to increase the understanding and confidence of pupils to recognise, address and report bullying. This was achieved through a whole school Wellbeing Day based around Anti-bullying and from which a new policy and associated procedures were created, including input from the children.

We have also endeavoured to increase pupils' knowledge and understanding of different faiths and beliefs in Britain today, and supported individual pupils in the development of their sense of identity and belonging. We have achieved this through implementing a new RE Curriculum which integrates Understanding Christianity and Discovery RE to ensure in-depth learning about Christianity is balanced with high quality teaching and learning about a range of world Faiths. We have also started to include representatives of other Faith groups as regular leaders of whole school Worship. As well, we have developed a rotation of Theme Days and Events across the school, which includes opportunities for children to learn about and from people from different faiths and cultures. Our new PSHE Curriculum which is taught through termly Wellbeing Days, is our main vehicle for ensuring we deliver British values effectively as well as developing emotional literacy skills in all of our children.

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## Priorities for the Year 2018/9

### 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, which has remained the same as 2016 with 65% of girls achieving the expected standard in all of reading, writing and mathematics compared to 57% 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.<sup>i</sup>

We do not have a longstanding problem with underachievement of boys:

KS2 Average Point Scores						
	2017			2018		
	READING	WRITING	MATHS	READING	WRITING	MATHS
BOYS	112.3	109.3	106.4	104.3	99.3	100.2
GIRLS	108.3	105	102.7	110.2	108.5	105

We are however aware of the national and local trends in this area. So we have created a new English curriculum across the school based on quality texts and immersion techniques to inspire and motivate all pupils for writing. We are also working on developing our Keevil Fundamentals for EYFS and KS1, to ensure that children are engaged in their first steps of learning and acquiring the knowledge and skills necessary to ensure later success.

### 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 Keevil CofE Academy 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 2017 shows lower attainment for these groups, and also for 'Black Other' and 'Black African' pupils. When and as appropriate [name of 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, 16% of Gypsy/Roma pupils and 20% 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.<sup>i</sup>

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.<sup>i</sup>

### **English as an Additional Language**

Nationally, 62% of pupils for whom English is known to be their first language achieved the expected standard in the Key Stage 2 assessments. This compares with 61% of pupils for whom English is an Additional Language and 62 per cent for All Pupils.

For Wiltshire pupils, the attainment of pupils whose first language is other than English matched the national results with 61 per cent of pupils achieving the expected standard. There was an attainment gap of 3 percentage points between Wiltshire First Language English pupils and England First Language English pupils as only 59 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.<sup>i</sup> 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.

Keevil CofE Academy 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.

Keevil CofE Academy 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. Keevil CofE Academy 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.

Keevil CofE Academy 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.

Keevil CofE Academy recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia (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.<sup>i</sup>

Our school ethos of 'Always treat others as you would like to be treated' runs through the heart of everything we do, how we teach and expect everyone within the school community to behave.

### 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".<sup>i</sup> 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.

To further the work we started last year on Anti-bullying we plan to have a Wellbeing Day in 2018-19 that tackles issues of specific types of bullying and discrimination including homophobia, biphobia and transphobia.

### 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 2017, 16% of pupils at the end of key stage 2 have a special educational need and 3% with a statement or education, health and care plan.<sup>i</sup>

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.<sup>i</sup> In 2017, 19% of Wiltshire pupils with SEN reached the expected standard in all of reading, writing and mathematics, compared with 68% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points.<sup>i</sup>

Keevil CofE Academy 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 Attainment

2017-18	READING	WRITING	MATHS
Below	63%	89%	84%
Expected	37%	11%	16%
Above			

#### SEND Progress

2017-18	READING	WRITING	MATHS
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Below	58%	42%	47%
Expected	11%	32%	32%
Above	31%	26%	21%

### Average Scaled Score 2018

#### SEND

Reading – 102.7

Writing – 96

Maths – 95.3

#### Non-SEND

Reading – 107.7

Writing – 104.75

Maths – 103.8

### 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.<sup>i</sup> 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.

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

This year we are looking to work with CAMHS to put on information sessions for parents related to anxiety and resilience, the mental health concerns which affect our pupils most predominantly. We will also continue to prioritise the work of our specialist ELSA within the school working with children and families.

<sup>i</sup> 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

<sup>i</sup> 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>

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

<sup>i</sup> 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>

<sup>i</sup> 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/>

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

<sup>i</sup> 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>

<sup>i</sup> Valuing All God's Children, 2017, [https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

<sup>i</sup> SFR69\_KS2\_2017\_LA\_Table\_L9a

<sup>i</sup> National Curriculum Assessments at Key Stage 2, 2017 (revised ) SFR 69/2017

<sup>i</sup> SFR69\_KS2\_2017\_LA\_Table\_L9a

<sup>i</sup> 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>