

Heytesbury Primary School

Equality Information 20/21

Introduction

Heytesbury 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. Heytesbury 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 equalityⁱ for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes (2019 – 2020)

As part of our target to support children's mental health and well-being, one of our trainee teaching assistants worked with our SENCo to develop skills to support our emotionally vulnerable children during lunchtime play. She also carried out some 1:1 intervention work with those who find the social interactions at play time a challenge. This has helped those children manage lunchtime behaviours more appropriately as well as provide a specific adult who can listen and support when required.

In addition, to support children's mental health and well-being, we employed our Acorn Education Trust sport coach to train a group of older children how to be sport leaders. After a training session with the sports coach, the children then led sessions at lunchtimes over the remainder of the week for the other children. This resulted in more children, from all age groups, playing team games and thus making lunchtimes more enjoyable, and also increased the number of girls playing football and the number of boys playing netball.

A further success in regards to supporting the mental health of our children was an experienced TA working on a 1:1 or with very small groups to support their emotional well-being and self-esteem. This helped to improve the children's approach to learning when back in class as they have a little more self-belief.

Priorities for the Year 2020/21

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire.

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 At Heytesbury School, small group in class support and small group intervention is provided from FS2 when required.

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 Heytesbury 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 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. This school will take steps to raise the attainment of these pupils, for example, working closely with their parents/carers; ensuring expectations of their attainment remain high; understanding the impact of negative stereotyping (both in-school and out of school); closely monitoring pupil progress - as well as working with the pupil and their family to accelerate progress where appropriate.

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.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}

At present, Heytesbury Primary School does not have any Gypsy, Roma or Traveller pupils on roll.

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. 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.

As of September 2020, we have no children with EAL on roll.

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.

Heytesbury 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.

Heytesbury 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", 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. Heytesbury 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.

Heytesbury 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.

Heytesbury Primary School 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.

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”*. 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)

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.^v

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. 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.

Because of our small cohorts, publishing data in regards to children with a disability would make that child/children easily identifiable.

We currently have no children on roll with a physical disability.

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. 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.

Heytesbury 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. Heytesbury 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.

As part of our on-going data analysis, Heyetsbury School closely monitors the progress & attainment of pupils with identified SEN & receiving pupil premium funding.

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. Heytesbury School has decided to make this area an equality objective.

EQUALITY OBJECTIVES September 2018 - 2022

Objective	How we aim to achieve this objective
<p>To 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.</p>	<ul style="list-style-type: none"> ➤ Continue regular 1:1 support for learners with identified emotional/well being needs ➤ Investigate a shared ELSA across Acorn Trust. ➤ Professional development for a teaching assistant to run a lunchtime club for vulnerable children. ➤ Develop the classroom reflection corners. ➤ Improve playtime provision – a variety of activities to engage and encourage social interactions. ➤ Build upon our current Y5/6 mentor programme. ➤ 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 – gem powers; residential visits) ➤ Liaise with our secondary school to ensure information is shared and secure effective transition ➤ Work with school nurse service to provide workshops for parents. ➤ Signpost support for pupils and families (e.g. SPLITZ, counselling/parent support workshops, SWAPP courses)
<p>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.</p>	<ul style="list-style-type: none"> ➤ Focus target in the SDP. ➤ Appraisal targets for staff are directly linked to the outcomes of disadvantaged/SEN children ➤ SENCO and other 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 improved outcomes.

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 SFR69_KS2_2017_LA_Table_L9a