



*Churchfields, the Village School*

## **Equality Information & Objectives 2018-19**

### **Romans 2:11**

For God shows no partiality.

### **Introduction**

Churchfields 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. Churchfields 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>i</sup> for our school population and how we plan to tackle inequalities that may impact at school.

### **Celebrating our Successes**

- We have further closed the attainment and achievement gap between key pupil group, such as gender, FSM and Pupil Premium. This has been achieved through purchase of gender-friendly resources coupled with interventions and a number of other strategies outlined in our published Pupil Premium strategy documents.
- We have funded disadvantaged pupils' attendance at after-school clubs to improve their life experiences.

### **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 in 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>ii</sup>

The school has already had success at tackling this issue and will continue building its bank of gender-friendly resources, and focus curriculum topics on topics that are both boy and girl friendly as appropriate.

### **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 Churchfields 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 Churchfields 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>iii</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>iv</sup>

Churchfields does not currently have any pupils of this group at the time of writing (June 2018).

## 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>v</sup> The Wiltshire Ethnic Minority and Traveller Achievement Service advice on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential.

Churchfields does not have enough pupils with this characteristic to be categorised as a group at the time of writing (June 2018). However, the attainment and achievement of each individual pupil is carefully tracked and interventions put into place when pupils are identified as underachieving.

## 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.

Churchfields 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.

Churchfields 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. Churchfields 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.

Churchfields 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.

Churchfields 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>vi</sup>

### **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>vii</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.

### **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>viii</sup>

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.<sup>ix</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>x</sup>

Churchfields 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.*

Please refer to our SEN Policy and SEN Information Report for additional information.

### **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>xi</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.

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

Please refer to our SEN Policy and SEN Information Report for additional information.

### **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.

The school employs a part time ELSA (Emotional Literacy Support Advisor) who works with pupils across both bases to address any needs relating to mental wellbeing. The school has recently set up a nurture room for the ELSA and her pupils to work in. This provides a safe and welcoming environment for pupils.

## **EQUALITY OBJECTIVES**

### ***1. Improving access to high quality pre-school education***

Churchfields knows that *“attendance at any pre-school is equivalent to achieving an additional 7 grades at GCSE (i.e. the difference between getting 7 GCSE at ‘B’ grades versus 7 GCSE at ‘C’ grades, or 7 ‘C’ grades versus 7 ‘D’ grades etc). Attending pre-school for 2 years or more, or attending high quality pre-school, compared to none, is equivalent to an additional 8 grades.”*

Churchfields will work with local pre-school organisations to encourage current school parents to give pre-school younger siblings the opportunity to benefit from a nursery education as this is known to make a particular difference to pupils who might be vulnerable to underachievement.

### ***2. Increase understanding of religious/faith diversity (4 year objective 2018-2022)***

Another current focus for Churchfields 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. This document provides information about what Churchfields is doing to develop our pupils’ ability to live in a pluralistic (diverse) society.

Churchfields has a new Equality Objective 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 in Britain and Europe and to learn to promote tolerance and understanding.

### ***3. Pupil mental health and wellbeing***

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. Churchfields is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life. Churchfields 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.

### ***4. Cultural development and understanding***

Churchfields recognises the important role culture (film, theatre, art, museums, galleries) play in our society and in particular that not all pupils have equality access to our diverse cultural heritage. Churchfields will promote cultural development and understanding through a rich range of experiences both in and beyond the school.

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<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>ii</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>iii</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>iv</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>v</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/>

<sup>vi</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/652136/hate-crime-1617-hosb1717.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf)

<sup>vii</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>viii</sup> SFR69\_KS2\_2017\_LA\_Table\_L9a

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

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

<sup>xi</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>