

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness

Equality Information #5

The *Equality Information Document* was reviewed during the Autumn Term 2018
This document is the result of that review.

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| DATE AGREED BY FULL GOVERNING BODY: | 28/01/19 |
| REVIEW DATE: | January 2023 |
| REVIEW CYCLE: | 4 years |
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| CHAIR OF GOVERNORS: | Miss Angela Britten |
| SIGNED: | |
| TO BE READ IN CONJUNCTION WITH: | <i>Single Equalities Policy</i> <i>All safeguarding policies</i> |

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Introduction

It is now widely acknowledged that inequality linked to socio-economic factors (poverty) is one of the major issues affecting educational attainment in England today. This school is committed to tackling this aspect of disadvantage, and information about the measures being taken is published separately in a document called 'Pupil Premium Strategy'. This details how and why we spend our Pupil Premium and the impact of our work.

This school recognises that socio-economic factors (poverty) are not the only issue affecting how pupils achieve in school, as gender, ethnicity, disability/SEND, sexual orientation and gender identity may all affect whether children fulfil their academic potential.

This report highlights the measures this school is taking to address inequality that cannot solely be linked to socio-economic factors (poverty). The report gives an overview of Stratford-sub-Castle Primary School's commitment to equality of opportunity, outlining the work it has undertaken in the previous twelve months, as well as the steps it is proposing to take in the year ahead.

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

Stratford-sub-Castle Primary School recognises that attainment data is an important tool in promoting equality of opportunity for all pupils. Data helps identify which pupils may be vulnerable to underachieving. Nationally, including Wiltshire schools, the groups identified (from attainment data) as being vulnerable to underachievement are: White British pupils eligible for free school meals (both boys and girls); Black pupils (both boys and girls); and, Gypsy/Traveller pupils (both boys and girls).

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. Stratford-sub-Castle Primary School 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.

Stratford-sub-Castle Primary School has decided that our new Equality Objective 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.

Attainment

Gender

Gender monitoring is one of the tools used by the school. The Curriculum and Standards Committee regularly monitor and evaluate the school's performance against national and Wiltshire data.

Trends over several academic years show that there are no significant differences (gender based) in attainment in English. However trend do show that girls in a significant number of cohorts do not do as well as boys in Maths. The school is addressing this by developing a mastery approach which takes into account the particular needs of girls. Confidence rather than ability is something which has been identified as a factor in poor attainment amongst girls. The use of 'recognitions' and awards takes this into account.

Ethnicity

Ethnic monitoring is one of the tools that the school is aware of. However, due to the fact that the school population is almost exclusively white/ British, pupils from ethnic minorities are tracked individually and those who may be vulnerable to underachievement are identified so that interventions can be made to reduce or eliminate achievement gaps.

The school recognises that White British pupils eligible for free school meals¹ are as an ethnic groups most vulnerable to underachievement. The school has a Pupil Premium Strategy to address this issue.

Our school:

- recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:
- ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- 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
- ensures that all staff 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.

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

English as an Additional Language

At Stratford-sub-castle Primary School we:

- recognise the challenges faced by pupils whose first language is not English and we work hard to build the capacity to meet their needs;
- make sure new arrivals from overseas who join school later than peers make accelerated progress and catch up

All staff understand that pupils with an additional language do not necessarily have SEN. The Deputy Headteacher works with teachers to plan and deliver individual programmes for individual or groups of children.

Disability/SEND (Special Educational Needs)

Our school recognises that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. We proudly fulfil our statutory duties in a spirit of inclusiveness.

Our school has a comprehensive SEN Policy and Accessibility Policy. We designate a member of the governing body and a sub-committee with specific oversight of the school's arrangements for SEND and disability. Our school leaders regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEND is built into the overall approach our school takes to monitoring the progress and development of all pupils.

Our school's arrangements for assessing and identifying pupils as having SEND is agreed and set out as part of the Wiltshire Local Offer. Our school publishes its arrangements as part of the information it makes available on Special Educational Needs.

Our school ensures that our children, parents and young people are actively involved in decision-making throughout the approaches outlined above.

Our school recognises its duties under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Our school understands that these duties are anticipatory and require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. Our school also recognises our wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Medical conditions

Our school recognises that the Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

Curriculum

Our school recognises that all pupils should have access to a broad and balanced curriculum. Our school champions The National Curriculum Inclusion Statement which states that teachers should set high expectations for *every* pupil, whatever their prior attainment. Our school uses appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Wherever possible, such planning means that pupils with SEND and disabilities are able to study the full national curriculum.

SEND: Behaviour, Social and Emotional Difficulties

There is an increasing understanding of the negative impact of behaviour, social and emotional difficulties on the educational attainment of those pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. Pupils at Stratford-sub-Castle Primary School with SEND, Behaviour, Social and Emotional Difficulties and their teachers now have access to a range good practice interventions including:

- Access to the Local Authority Primary Behaviour Support Service who work with schools, teachers as well as individual pupils

- The Emotional Literacy Support Assistant scheme used for time limited one-to-one or small group interventions
- Individualised positive reinforcement i.e. sticker charts, marble jar, etc.
- Nurture groups so pupils can continue their learning in a supportive and calming environment away from their busy classroom
- A school behaviour management system that supports pupils with behaviour related SEND to make good behaviour choices
- Ensuring any underlying special education need that may be affecting behaviour at school is identified and addressed.

Stratford-sub-Castle Primary School **has decided that our new Equality Objective 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.**

Faith and Belief

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

Stratford-sub-Castle Primary School recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a particular faith or belief, or whether this relates to wider belief systems, and moral ethics.

Stratford-sub-Castle Primary School is committed to supporting all our young people as they develop a personal relationship with their particular set of 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 relating to religion and belief.

Stratford-sub-Castle Primary School ensures 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 have the opportunity to celebrate a number of different religious festivals and learn from religious representatives from various communities. Stratford-sub-Castle Primary

School recognises that discrimination on the grounds of religion or belief is a global concern and promotes tolerance and respect.

Sexual Orientation/Different Families

This is one of the fastest changing areas of society, and one that is being addressed by Stratford-sub-Castle Primary School. Different families may include:

- families with adopted children
- families with foster children
- families headed by grandparents/uncles and aunts
- single-parent families
- children with more than one home
- step or blended families
- Families with two mums/dads.

Celebrating different families is one of the ways Stratford-sub-Castle Primary School recognises the differences and similarities between pupils. Same-sex couples are now legally able to adopt children, and that this puts additional responsibility on schools to make sure that all families providing love and care for children feel welcome as part of the school community.

Stratford-sub-Castle Primary School works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. Stratford-sub-Castle Primary School confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

Gender Identity

Stratford-sub-Castle Primary School is aware of the support that we can access in relation to this equality issue, including Local Authority support, and support from the Mermaids charity (this charity supports families and schools where gender identity has been identified as a specific issue).

Stratford-sub-Castle Primary School staff and some governors have received LA training in this area, and we are able, with the additional help of the Local Authority if required, to appropriately support pupils and their parents/carers should the need arise.

In addition, this school is aware of the actions we can take to avoid unnecessary gender distinctions.

This school has flexibility within the school uniform, and does not make any distinction between the sports that girls and boys can play.
