



Equality Information 2018-19

Amesbury CE VC Primary School

Introduction

Amesbury CE VC 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. **Amesbury CE VC 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

This year Amesbury CE VC Primary School has been:

- *increasing the involvement of girls and boys of all ages in high quality PE lessons, extra-curricular activities and competitive sports*
- *raising the attainment of boys in maths*
- *increasing the understanding and confidence of pupils to recognise, address and report bullying - including the use of racist and anti-LGBT discriminatory language*
- *increasing pupils' knowledge and understanding of the different faiths and beliefs in Britain today, and supporting individual pupils in the development of their sense of identity and belonging*

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.ⁱⁱ

Amesbury CE Primary School is making boys progress in phonics and reading, and girl's progress in Maths, key focus areas.

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 **Amesbury CE VC 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. When and as appropriate **Amesbury CE VC Primary 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.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}

Amesbury CE VC Primary School would treat all Gypsy/Roma and Irish Traveller children the same as all other children, they would be given the same opportunities. A risk assessment would be completed, to identify any areas where additional support needs to be given.

[See Equality Objective 5](#)

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.^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.

Amesbury CE VC Primary School will use the experiences and knowledge of children with EAL to enhance everyone's understanding of different cultures and beliefs.

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.

Amesbury CE VC 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.

Amesbury CE VC 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. **Amesbury CE VC 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.

Amesbury CE VC 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.

Amesbury CE VC 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. 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}

School acts quickly to prevent any discriminatory behaviours or bullying because of religion or belief, by completing a thorough investigation should an incident occur. We aim to invite stakeholders from different faiths into school to increase everyone's understanding of the different religions and their beliefs.

Ofsted (June 2018) recognised that pupils spoke eloquently about the acceptance that is offered to all pupils, no matter what their background.

See Equality Objective 4

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. **Amesbury CE VC Primary 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.

In addition, school will signpost families/individuals to appropriate professionals if requested.

See Equality Objective 3.

As a church school:

This school has benefited from the work undertaken by the Church of England and published in the document “*Valuing All God’s Children*”.^{ix} 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.

A detailed record will be kept by the school of any such incidents.

Disability (Special Educational Needs and Disability)

SEN pupils are categorised as 'SEN with an 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.^x

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

Amesbury CE VC Primary 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. *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.*

The number of children currently in school with physical disabilities is low; special adaptations would be made (if necessary) to enable those with disabilities to reach their full potential. Ofsted (June 2018) recognised that ‘the SENCo is rapidly improving the quality of teaching for pupils who have SEN and/or disabilities, particularly those pupils who have an education, health and care plan. Pupils’ needs are now identified quickly and staff are given precise information about the extra help that they require’.

{Plus Ofsted recognised, that in Early Years, ‘Children with SEN and/or disabilities make good progress from their starting points because teachers liaise well with external agencies and follow advice closely.’

See our Accessibility Plan for further 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.^{xiii} 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.

Amesbury CE VC 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. **Amesbury CE VC 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 a school, we offer children who have been identified as falling within this group complimentary places at Breakfast Club and / or the ARK.

Help is also given to support parents to complete DLA and other forms to ensure they are in receipt of all available benefits. We keep food vouchers in school, for those who need to use the Trussell Trust food bank. These children, who are or have been in receipt of Free school Meals receive Pupil Premium. Pupil Premium spending has been on such things as: Breakfast and Afterschool (ARK) Clubs; ELSA and counselling sessions, interventions to support their learning, eg Rapid Reading, Phonics, Numicon.

In addition, if there is a pre-school child within the family school will signpost the parents to Spurgeons Outreach for support.

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.

Elizabeth Bagg (C of G) and Maxine Handley-Wells (Pastoral Support Manager) have received training on mental health first aid/awareness.

See Equality Objective 2.

Appendix 1

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

An objective is about change. It should be specific, measurable, achievable, relevant (realistic) and time-bound (SMART), expressed in terms of people and outcomes, and set towards achieving a long-term goal.

This means objectives focus on outcomes - real, practical change that can be expressed in terms of improvements.

Target 1: Increase understanding of religious/faith diversity

Another current focus for Amesbury CE VC Primary School 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 Amesbury CE VC Primary School is doing to develop our pupils' ability to live in a pluralistic (diverse) society. **Below are our Equality Objectives 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, whilst promoting British Values.**

Religious Diversity Equality Objective

Within its overall Christian ethos, Amesbury CE VC Primary School recognises and celebrates the diversity of religious belief and practice among its pupils, including those who have no stated faith. It encourages an atmosphere of curiosity, tolerance and respect in relation to such diversity. We will evaluate the effectiveness of this objective by:
Monitoring the variety and quality of Collective Worship with respect to its focus on all or no religions.

Scrutinising a mixture of Religious Education lesson plans, ensuring diverse coverage of all or no religions.

British Values Equality Objective

We will embed the Core British Values throughout our curriculum and deliver using our PSHE and SMSC provision.

We will monitor our success by scrutinising Teachers' planning and by sampling the views of groups of pupils.

Target 2: Pupil mental health and wellbeing

Academic attainment is important, but pupils also need to progress through their education feeling happy and self-confident. Amesbury CE VC 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. **One of Amesbury CE VC Primary School's Equality Objectives addresses 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.**

Mental Health Equality Objective

We will promote a sustainable positive self-image for all children and take affirmative action to support the development of this.

We will monitor our success by reviewing the effectiveness of the support delivered by sampling the views of groups of pupils and scrutinising reflective diaries.

Target 3: Sexual Orientation and Gender Identity

LGBT+ pupils are a group that may be vulnerable to bullying and unfair treatment. It is important our school creates a supportive environment to enable all our pupils to work out who they are and how they fit into society. As a school, we recognise that historic discrimination and unfairness means this may be more difficult for some pupils. Amesbury CE VC Primary School has decided that one of our new Equality Objectives will address LGBT+ issues and will create a school that is supportive, inclusive and welcoming for LGBT+ pupils as well as families with LGBT+ parents/carers.

Sexual Orientation and Gender Identity Equality Objective

This school is committed to helping every child develop into self-confident young people able to access all opportunities available to them. This school recognises that a small minority of children do not feel they fit neatly into society's views of boy-gender and girl-gender. This school will:

- Ensure all our children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g. in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate (an example of this might be that girls might be considered better at literacy and boys at maths).
- Ensure that all our children can be who they are without the introduction of unnecessary gender constraints or limitations
- Educate our children about negative language that may isolate and demean particular vulnerable pupils e.g. transphobic language.
- Work with children on an individual basis as required, to provide relevant support, and to make appropriate adaptations to meet their needs
- Ensure all our children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g. in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate (an example of this might be that girls might be considered better at literacy and boys at maths)

- Ensure that all our children can be who they are without the introduction of unnecessary gender constraints or limitations
- Educate our children about negative language that may isolate and demean vulnerable pupils e.g. transphobic language
- Continue to ensure that our pupils feel able to wear a school uniform that best reflects them i.e. the choice of a skirt, trousers or shorts

IN ADDITION:

*This school is committed to addressing all issues of **bullying behaviour and discriminatory language** and this includes homophobia, biphobia and transphobia.*

Target 4: Cultural development and understanding

Cultural Development and Understanding Objective

Amesbury CE VC Primary School 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. Amesbury CEVC Primary School will promote cultural development and understanding through a rich range of experiences both in and beyond the school. We will promote the importance of the role of culture in our lives, and how it assists in the development of young minds, and will result in the growth of not only academic proficiency, but also produce rounded and appreciative individuals. We will monitor our success by scrutiny of teacher's planning, sampling the views of groups of pupils and by engaging in learning walks around school.

Target 5: This school will ensure that Gypsy/Roma and Traveller families have access to the same level of early help support as other families and, in partnership with the Ethnic Minority and Traveller Achievement Service, will work to develop trusting relationships with families in the best interest of our pupils.

The aim of this objective is to reduce racism and prejudice, and increase understanding of GRT communities, families and histories, with the long-term objective of increasing the numbers of GRT children who feel they would benefit from attending secondary school in Wiltshire.

Appendix 2

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} Valuing All God's Children, 2017, https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

^x SFR69_KS2_2017_LA_Table_L9a

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

^{xii} SFR69_KS2_2017_LA_Table_L9a

^{xiii} Joseph Rowntree Foundation, Special Educational Needs and their Links to Poverty, 26 February 2016 <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>