



# Kington St Michael CE Primary School

## Equality Information 2018

### Introduction

*“Education plays a key role in determining how you spend your adult life – a higher level of education means higher earnings, better health, and a longer life. By the same token, the long-term social and financial costs of educational failure are high. Those without the skills to participate socially and economically generate higher costs for health, income support, child welfare and social security systems.”*

Kington St Michael CE 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. Kington St Michael CE 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 equality<sup>j</sup> for our school population and how we plan to tackle inequalities that may impact at school.

### Celebrating our Successes

- We have had no exclusions
- We have no discrepancy between the attainment and achievement of girls compared to boys
- Pupils have a good understanding and confidence to recognise, address and report bullying
- We work to increase 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

#### 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 Kington St Michael CE 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.

#### 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>ii</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>iii</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>iv</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.

(Name of 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.

(Name of 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. [Name of 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.

[Name of 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.

[Name of 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.<sup>v</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>vi</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>vii</sup>

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

### **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.

## EQUALITY OBJECTIVES

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#### *Increase understanding of religious/faith diversity*

We wish 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.

#### *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. We are 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.

This school 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.

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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> 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>iii</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>iv</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>v</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>vi</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>vii</sup> SFR69\_KS2\_2017\_LA\_Table\_L9a

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

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