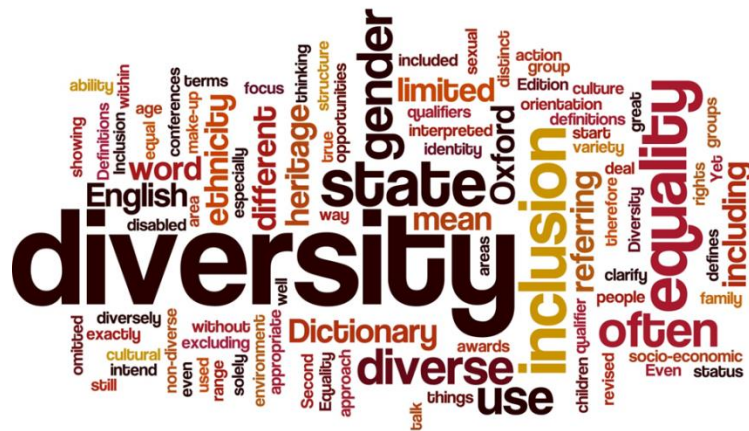




HARDENHUIISH SCHOOL



Equality Information 2014

Introduction

Hardenhuish School is committed to providing a safe and vibrant learning environment for its diverse population of pupils.

Our school recognises the significant link between poor educational attainment, reduced employment opportunities and lower earnings later on in life. The school is committed to promoting and developing equality of opportunity for all its pupils.

Hardenhuish School appreciates that many children are vulnerable to underachieving, including looked-after young people, bereaved young people, young people from service families, and others.

This information booklet is about pupils who are vulnerable to underachieving at school because of inequalities in society, and refers largely to the areas that have been identified as 'Protected Characteristics' under the Equality Act 2010. All data refers to the academic year 2012/13.

GENDER (SEX)

National Information

National data shows that there is still a difference in the academic attainment of boys and girls at Key Stage 4 (Year 11 GCSE's). Girls continue to outperform boys with 65.7% achieving 5A*-C at GCSE including English & Maths, compared with 55.6% of boys (an achievement gap of 10.1%).

Wiltshire Information

In Wiltshire girls also outperform boys with 68.3% achieving 5A* - C including English and Maths compared with 53.6% (an achievement gap of 14.6%).

Hardenhuish School

Hardenhuish data confirms that there is also a difference in the academic attainment of boys and girls at Key Stage 4 (Year 11 GCSE's) but this is smaller than both the National and Wiltshire data. Girls continue to outperform boys with 78.1% achieving 5A*-C at GCSE including English & Maths, compared with 59.4% of boys (an achievement gap of 18.7%).

Objective 1

Hardenhuish School will continue to employ a range of strategies to reduce the attainment gap between boys and girls.

DISABILITY AND SEN

National Information

Disability

Presently, schools are not required to collect data on whether pupils have a disability and therefore this information is not available for monitoring purposes.

Special Educational Needs (SEN)

Data is collected on whether or not pupils have SEN and whether pupils have a Statement of SEN. *The term 'special educational needs' ('SEN') has a legal definition, referring to a child or young person has a learning difficulty or disability which calls for special educational provisions to be made for him or her.*

For those pupils with SEN with or without a Statement, attainment is lower than for those pupils with no SEN. Nationally, 23.4. % of pupils with SEN achieved 5+A*-C at GCSE, including English & Maths, compared to 70.4% of pupils with no identified SEN.

Wiltshire Information

Wiltshire schools' data on the academic attainment of pupils with SEN show that attainment (with or without a Statement) is lower than for those pupils with no SEN.

The proportion of pupils with SEN *without a Statement* in Wiltshire, who achieved 5+ A*-C at GCSE, including English & Maths, was 21.1%, while the proportion of pupils *with a Statement* was 12.9%, and the proportion with no identified SEN was 69.3%.

Hardenhuish School

Hardenhuish data on the academic attainment of pupils with SEN show that attainment (with or without a Statement) is lower than for those pupils with no SEN.

The proportion of pupils with SEN *without a Statement* at Hardenhuish, who achieved 5+ A*-C at GCSE, including English & Maths, was 9%, while 17% of the pupils *with a Statement* achieved 5+A*-C, including English and Maths, and the proportion with no identified SEN was 74%.

RELIGION AND BELIEF

Currently schools are not required to collect data on Religion and Belief and therefore there is no monitoring information available.

Hardenhuish School takes incidents of prejudice-related bullying especially seriously and are committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our pupils. We challenge prejudice-based bullying and this includes bullying relating to religion and belief (or absence of religion/belief).

ETHNICITY

National Information

Attainment data for England for Key Stage 4 (Year 11, GCSE) shows that pupils of Chinese, Mixed White/Asian, Indian and White Irish heritage attained a higher percentage of 5+A*-C at GCSE (including English & Maths) than did 'All Pupils'. A lower proportion of pupils of Black Caribbean, Mixed White/Black Caribbean, Any Other Black Background, Pakistani and Gypsy Roma heritage achieved the 5+A*-C at GCSE, including English and Maths benchmark.

Wiltshire Information

The results for Wiltshire show that Chinese pupils were the highest achieving ethnic group and Asian pupils were the lowest achieving although the small numbers in this cohort mean the data cannot be considered reliable.

Hardenhuish School

Hardenhuish data shows that the percentage of 'All Pupils' achieving 5+A*-C at GCSE, including English and Maths is 68.7%. There are a very small number of pupils (19) in ethnic groups and 68.4% of these achieved 5+ A*-C, including English and Maths.

Objective 2

Hardenhuish School will continue to work closely with the families of pupils known to be within those lower achieving ethnic groups and to develop partnership strategies to support these pupils to fulfil their academic potential.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

National Information

20% of secondary school pupils in England are reported as learning English as an Additional Language. These pupils are usually referred to as learning EAL. The top five languages (out of an estimated 360 languages) spoken across Britain by pupils learning EAL are: Panjabi, Urdu, Bengali, Polish and Somali.

National data shows that pupils for whom English is a first language achieve 60.9% 5+A*-C at GCSE whereas pupils learning EAL achieve 58.3% 5+ A*-C, giving a national achievement gap of 2.6%.

Wiltshire Information

Approximately 3% of Wiltshire pupils are learning EAL, and between them these pupils speak more than 100 languages. The top 5 languages spoken in Wiltshire schools by pupils learning EAL are: Polish, Nepali, Bengali, Chinese and Fijian.

Wiltshire GCSE data shows that the percentage of pupils learning EAL achieving 5+A*-C at GCSE was 63.6%, compared with 61% for non-EAL learners.

Hardenhuish School

At Hardenhuish School, we see having children and families from different cultures and speaking diverse languages as part of our community as something that benefits all. We recognise that being able to speak more than one language is a valuable skill, and we help our learners of EAL to feel proud of their abilities. Three children were identified as having EAL and two of these pupils achieved their expected outcomes and one achieved their highest grade in the GCSE in their first language.

Objective 3

Hardenhuish School will develop a strategy to ensure that pupils learning English as an Additional Language (EAL) are supported while they learn English. We will continue to work closely with parents/carers to encourage pupils to continue to use and develop their first language (where appropriate supporting pupils to complete qualifications in their first language) while they learn English, as it is recognised that this is a vital factor in helping these pupils to achieve their full academic potential.

SEXUAL ORIENTATION

Hardenhuish School recognises that bullying, whatever form it takes, has no place in our school and staff work to enable all pupils to learn in an atmosphere free from harassment and antagonism. In particular, discrimination on grounds of race, colour, belief or sexual orientation is expressly forbidden within our school's positive behaviour policy.

Hardenhuish School takes incidents of prejudice-based bullying especially seriously. We are committed to working closely with parents/carers to create a school environment where overt homophobia has been eliminated and replaced with a culture of respect and understanding.

Objective 4

We will be working with the School Parliament towards eliminating the use of the word 'gay' as a derogatory term through our work towards the Rights Respecting School Award.

GENDER IDENTITY

Gender identity is included in our school's written Single Equalities Policy and in our anti-bullying policy.

Where appropriate, the school will work with *Mermaids* - a charitable organisation providing support and information for young people (and their families/carers) who are trying to cope with gender identity issues.

PREGNANCY & MATERNITY

Hardenhuish School recognises that with the Raising of the Participation age to eighteen over the next few years, the number of pupils who have a child while in full-time education is likely to increase. Although research has shown that overall, RPA will support a reduced likelihood of teenage pregnancy, the DfE have advised that RPA will

greatly expand the number of young mothers in England required to participate in learning from about 2500 aged 16 and under, to about 9000 mothers aged under eighteen.

Hardenhuish School believes that being pregnant or having a very young child should not, in itself, be a barrier to a pupil applying for, succeeding in, or completing a programme of study. The school is committed to being as flexible as possible, and does not exclude pupils solely on grounds of pregnancy or motherhood. The school can provide time off, and will do its utmost to facilitate education for pregnant pupils and mothers of school age.

Our school will:

- Ensure that it avoids less favourable treatment i.e. our school and its staff will make sure they avoid treating a pupil less favourably on the grounds that she is pregnant or has recently had a baby
- Demonstrate both the letter and the spirit of new legislation in terms of not excluding pupils purely on grounds of pregnancy (and in being aware that up to 18 calendar weeks authorised absence period may be given to the pupil both immediately before, and after the birth)
- As far as possible, take a flexible approach to supporting and facilitating the continued learning of pregnant pupils and/or pupils who are the parents of a very young child
- Demonstrate a non-judgemental and sensitive approach. When supporting and working with pupils on these matters, teaching staff will take an open-minded and non-judgemental approach and will not attempt to influence a pupil's decisions. The role of teaching staff is to provide context and advice to the pupil to enable them to make informed choices. Information provided by the pupil will be treated sensitively and only passed to others on a need-to-know basis.

Clear guidelines are being developed by the Local Authority. These guidelines will include information on breastfeeding, health and safety; school trips/field trips, and other areas of school life likely to be affected.

Objective 5

Hardenhuish School will work to raise the profile of issues related to Equality and refresh knowledge and understanding related to these issues wherever possible.

National and Wiltshire Data sourced from SFR05 2014