

# **Equality Information 2017**

## **Hardenhuish School**

### **Introduction**

Hardenhuish recognises the importance of education in creating life opportunities and recognises that the influence of school on a child's life is made more significant if they currently have, or have had in the past, a disadvantaged home life.

This particular document concentrates on the most recent equalities-related attainment data and highlights those groups that are vulnerable to underachievement in Wiltshire schools. Hardenhuish is using this data to support its work to maximise the attainment of every pupil, and in particular, pupils from groups who may be vulnerable to educational underachievement. Hardenhuish recognises that groups of pupils may be vulnerable to underachievement for complex reasons, and puts the following measures in place to raise attainment:

- The school ensures that all teaching staff and Governors are aware of the groups that have experienced historic underachievement, and of those for whom lower attainment persists
- The school ensures that all teachers and Governors have high expectations of all pupils; that individual pupils' progress and attainment is tracked; and that there is a special focus on pupils who may be vulnerable to underachievement
- All teachers and Governors 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.
- The school works closely with parents/carers to address any underachievement at an early stage, and can implement a wide variety of interventions.

### **ATTAINMENT: NATIONAL AND WILTSHIRE DATA**

Wiltshire attainment is broadly in line with national results. In this document results are being highlighted where there is a county attainment gap compared with national results or where there is national and local concern about poor attainment for specific groups.<sup>1</sup>

**Disadvantaged Pupils** (The Ofsted definition refers to pupils eligible for Free School Meals, and those pupils who are Looked After and Adopted from Care)

There is concern nationally and in Wiltshire about the underachievement of boys and girls who are eligible for free school meals as well as the poor attainment of children who are looked-after by the Local Authority. The attainment gaps for disadvantaged pupils are substantial. In 2016 the KS4 gap for Wiltshire disadvantaged pupils compared to non-disadvantaged pupils

achieving A\*-C in English and maths was 34 per cent, whilst the gap for England was 27.8 per cent.<sup>2</sup> In addition - year on year, Wiltshire data shows that Mixed White/Black Caribbean FSM-eligible pupils are a group vulnerable to poor attainment.

Hardenhuish Pupil Premium pupils achieving A\* - C in English and Mathematics was 28%. Non Pupil Premium pupils achieving A\* - C in English and Mathematics was 76%. The attainment gap was 48%.

*Information about how Hardenhuish spends its pupil premium and the work being undertaken to narrow the attainment gap for pupils identified as disadvantaged can be found in the Pupil Premium section of the school website.*

## **PUPILS WHOSE ETHNIC BACKGROUND IS RECORDED AS GYPSY TRAVELLER**

Wiltshire and national ethnic monitoring data looking at the proportion of pupils who achieved A\*-C GCSE in English and mathematics shows that Gypsy Traveller pupils, as a group, have the lowest educational outcomes with national attainment gaps of 49 per cent (compared with average results for All Pupils).<sup>ii</sup> This group is also of concern as they are likely to choose home education rather than opting to attend secondary school, and are more likely to receive fixed term exclusions from school. In 2016 there were only three Gypsy Traveller pupils in any of the Wiltshire secondary schools who sat GCSE (or equivalent) exams.<sup>3</sup>

Small numbers mean Hardenhuish is not able to detail the steps it takes to raise attainment and support transfer to secondary school, but recognises that Gypsy/Traveller pupils are particularly vulnerable within the education system. This school works closely with the specialists in the Wiltshire Traveller Education Service and individual support, transition and attendance plans are prepared on a needs-basis to assist these pupils.

Hardenhuish is aware of the progress that has been made in the number of Gypsy, Traveller pupils attending primary schools in Wiltshire. Hardenhuish is working closely with the LA as they work to replicate this achievement in our Wiltshire secondary schools.

## **BLACK CARIBBEAN PUPILS**

The number of Wiltshire pupils in many of the ethnic groups (with the exception of the White British category) is too small for the annual data to be reliable. However, year on year, data on the attainment of Wiltshire Black Caribbean pupils shows a pattern of significant underachievement when compared with attainment for All Pupils.<sup>2</sup> This mirrors the national picture, as the aggregated 'Black Pupil' group's major ethnic category (this aggregate includes Black Caribbean, Black African, Any Other Black Background), has the lowest attainment of the five broad aggregated ethnic groups.<sup>ii</sup> Hardenhuish is aware that Black Caribbean pupils continue to be vulnerable to underachievement, and individual support plans may be put in place to help these pupils to achieve their academic potential. This is particularly important as this school knows that educational inequality leads to other areas of inequality for black adults with Caribbean heritage<sup>4&5</sup>. Education should be a lifeline for young people with Caribbean heritage and it is concerning that year on year this group nationally are failing to achieve academically.

## **GIRLS/BOYS**

The narrowest attainment gaps are between girls and boys - compared with the larger attainment gaps which are between FMS-eligible pupils and All Other Pupils, and SEN-identified pupils and All Other Pupils.<sup>i</sup>

In Wiltshire, the average results for both girls and boys achieving A\*-C GCSE in English and mathematics significantly exceeded the national average results. Nationally 64 per cent of girls achieved these GCSEs compared with 70 per cent of girls in Wiltshire.<sup>iii</sup> Nationally 55 per cent of boys achieved both the English and mathematics GCSE's compared with 62 per cent of Wiltshire boys. The attainment gap between girls and boys in Wiltshire was 8 per cent.<sup>iii</sup>

*At Hardenhuish School girls achieving A\* - C in English and mathematics was 68%. Boys achieving A\* - C in English and mathematics was 62%. The attainment gap was 6%*



## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Nationally the attainment gap between pupils who have SEN Support and the average for All Pupils is 34 per cent. Just over 5.8 per cent of Wiltshire pupils with a Statement or EHC Plan achieved A\*-C GCSE in English and mathematics compared with 10.5 per cent nationally. Nationally, the percentage of All SEN Pupils who achieved any passes at GCSE or an equivalent exam was 89 per cent.<sup>iii</sup>

Hardenhuish pupils with SEN support achieving A\* - C in English and mathematics was 19%. The attainment gap between Hardenhuish pupils with SEN support achieving A\* - C in English and mathematics and non-SEN support was 56%. Hardenhuish pupils with SEN support who achieved any passes at GCSE or an equivalent exam was 97.7%

*Every school is required to identify and address the SEN needs of the pupils that they support. Information about the support provided by Hardenhuish for pupils with special education needs and for disabled pupils is detailed in the SEN Information Report of the school website.*

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. Academic attainment is important, but pupils also need to progress through their education feeling happy and self-confident. Hardenhuish 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.

**Hardenhuish 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, and there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief. Hardenhuish 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, or morals and ethics.

Hardenhuish is committed to supporting all our young people as they develop a personal relationship with their own 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. Wiltshire LA Anti-bullying Guidance specifically states that Religious Bullying can be identified as 'a *negative or unfriendly focusing on religious difference or how somebody expresses their faith*'. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. Hardenhuish 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.

Hardenhuish 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.

Hardenhuish recognises that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect. This school commemorates Holocaust Memorial Day as a key part of its commitment to informing pupils about the consequences of intolerance.

## **GENDER IDENTITY AND SEXUAL ORIENTATION**

There is no attainment data available for this Protected Characteristic. This is one of the fastest changing areas of equality and this school is doing the following:

Seeking support and guidance from the LA and other appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils, including lesbian, gay, bisexual and transgender pupils (LGBT+) and those pupils uncertain about their gender identity/sexual orientation.

In order to support such an inclusive environment, Hardenhuish is aware that homophobic/biphobic/transphobic language and bullying creates a negative and possibly hostile environment for pupils who may be lesbian, gay, bisexual, transgender or unsure about their sexual orientation/gender identity. Hardenhuish works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. Hardenhuish confidently tackles discriminatory language and supports pupils to create a school environment that values diversity.

Hardenhuish is aware of the support that we can access in relation to Gender Identity, including Local Authority support; support from *Mermaids* (this charity supports families and schools where gender identity has been identified as a specific issue for pupils); support from *Gendered Intelligence* (the remit of this charity includes supporting families where a parent is transgender, and will also advise schools where a pupil has a parent who is transgender); support and advice from *Stonewall*, an LGBT+ campaigning group which has a website containing a range of educational guidance and resources.

In addition, this school is aware of the changes we can make to help avoid unnecessary gender distinctions. Such changes ensure that the school is a more equal environment if there are pupils who are uncertain about their gender identity. This school has flexibility within the school uniform, and endeavours not to divide pupils into groups solely based on their sex. 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.

## **PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE**

As a group, pupils learning English as an additional language (EAL) achieve good outcomes at Key Stage 4 in Wiltshire. In 2016 both their attainment and progress exceeded that of EAL learners nationally, regionally and in statistically similar local authorities. Similarly, by most measures, their outcomes were better than those of speakers of English as a first language.<sup>iii</sup> The Local Authority's Ethnic Minority Achievement Service (EMAS) continues to work with schools to secure the achievement of EAL learners, and other learners. This includes work with individual children to assess, identify needs and recommend and support provision. It includes

support from Bilingual Assistants both in the classroom and to help establish productive home-school partnerships.

Hardenhuish EAL pupils achieving A\* - C in English and mathematics was 83%

## **PREGNANCY & MATERNITY**

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  
Hardenhuish 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
- 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.
- Work with the designated midwife in supporting the CAF process with the pupil and their family.

<sup>1</sup> [\*"Ten Steps to Equity in Education"\* \(PDF\). Oecd.org. 19 November 2014](#)

<sup>2</sup>. School Census

i. Main National Tables SFR 03/2017, 19 January 2017

ii. Characteristics National Tables: SFR03/2017, 19 January 2017

iii. Main local authority tables: SFR03/2017, 19 January 2017

<sup>3</sup>. Strand et al (2015), English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database (EEF)

<sup>4</sup>. Rates of admission and detentions in Mental Health institutions are higher for Black groups than for the rest of the population (more than 3 times that of other ethnic groups). *NHS (2011). Statistics from the Count Me In Censuses, the Care Quality Commission.*

<sup>5</sup>. National data shows that 15 per cent of Black Caribbean men are unemployed compared to 5 per cent of their White British peers, and there is now greater disproportionality in the number of Black people in prisons in the UK than in the US. *Prison Reform Trust (2014 ). Race and Prisons, <http://www.prisonreformtrust.org.uk/PressPolicy/News/vw/1/ItemID/214>*

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