

# Equality Information 2019

## Hardenhuish School

### INTRODUCTION

Hardenhuish 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. Hardenhuish 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 for our school pupils and how we plan to tackle inequalities that may impact at school. It 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.

### **Celebrating our Successes**

In 2018-2019, Hardenhuish achieved the Equality Objective to tackle prejudice-based behaviour by committing to a 'RESPECT' campaign based on the national anti-bullying campaign. We held events to tackle the use of discriminatory language, delivered assemblies to remind pupils of the zero-tolerance approach we have to bullying of any kind and all pupils completed a pledge to 'RESPECT' each other in return for a 'R' badge that they wear with pride on their uniform. In addition, we held a culture fair to celebrate different cultures and countries, which was well attended by pupils from all year groups.

## **PRIORITIES FOR 2019/2020**

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.

### **Sex (Gender) Girls/Boys**

Nationally, GCSE attainment of girls exceeds that of boys, however the 5.5 per cent gap between the Average Attainment 8 score of girls and boys. The Average Attainment 8 gap between Wiltshire girls and boys is marginally smaller at 5.2%. **At Hardenhuish School the Average Attainment 8 gap between boys and girls is 2.7%.**

The gender gap in attainment, with on average, girls outperforming boys, is not a new phenomenon; it was referenced as far back as the 1868 report of the Taunton Commission which investigated secondary education and mentioned concern about the poor standards of boys' (academic) work. A gap in the proportions of boys and girls gaining good grades at GCSE was identified soon after GCSE exams were introduced in the late 1980s. <sup>1</sup>

Hardenhuish has identified this gap and it is a priority for the coming year.

## **Disadvantaged Pupils**

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

The social class attainment gap (as measured by percentage point difference in attainment between those eligible and registered - and those not eligible/registered - for free school meals, either in the current year, or in the past six years) and the gap between different ethnic groups, is much greater than the gap between boys and girls.<sup>2</sup>

Hardenhuish Pupil Premium pupils achieving 9-5 in English and Maths was 37.8%. Non-Pupil Premium pupils achieving 9-5 in English and Maths was 52.4%. The attainment gap was 14.6%, a reduction by half when compared with the previous year.

*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.*

## **Minority Ethnic Pupils**

Many minority ethnic groups of pupils do well but there are also groups where there is persistent underachievement.

Very small numbers of minority ethnic pupils mean it is difficult for Hardenhuish to use school-based monitoring information to identify areas of concern or to celebrate successes. The school is fortunate that LA and national attainment data is a valuable source of information.

## **Black Pupils (Broad category including Black African, Black Caribbean and Pupils of Any Other Black Background)**

National data has highlighted concerns about the ongoing lower attainment of Black Caribbean and Mixed White/Black Caribbean pupils. The gap for Black Caribbean boys is particularly significant with 35.5 % achieving the average Attainment 8 score

compared with 46.5 % of All Pupils (a gap of 11 percentage points). The national achievement gap for Black Caribbean pupils achieving the All Pupil Average Attainment 8 score 7.3 %.

LA data for 2018 has identified the lower attainment for pupils of Black Caribbean and Mixed White/Black Caribbean heritage and is aware that these groups of pupils (although there are comparatively small numbers in Wiltshire schools) are recognised as having a local as well as a national vulnerability. This school is working closely with the LA to implement/anticipate proven strategies to raise attainment in this area.

### **Gypsy/Roma/Traveller Pupils**

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups.

Nationally, 15.4 % of Gypsy/Roma pupils and 17.9 % of Irish Traveller pupils achieved the Average Attainment 8 score. 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 decide 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' response to discrimination and high levels of self-exclusion from mainstream education because of discrimination.

Small numbers mean Hardenhuish is not able to detail the steps it takes to raise attainment and support transfer to secondary but recognised that GRT pupils are particularly vulnerable within the education system. It is known that many GRT families do not disclose their ethnicity to the school as they fear discrimination and prejudice. Research by the Traveller Times in 2017 revealed that 70 % of GRT families have experienced anti-GRT racism in education.

National research published in 2018 suggests there has been a significant increase in the number of Gypsy/Roma and Irish Traveller children/young people who are being

cared for by local councils. The data shows an increase of 900 % for the numbers of Gypsy/Roma children/young people and 400 % for Irish Traveller children/young people 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 can help.

### **Faith and Belief**

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

At Hardenhuish School we want 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 some of the things that Hardenhuish School is doing to develop our pupils' ability to live in a pluralistic (diverse) society.

Hardenhuish 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, or morals and ethics.

Hardenhuish School 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.

We are aware that negative faith-based media attention (particularly anti-Semitism and anti-Muslimism) can have an impact on all children, and recognise the importance of ensuring that pupils are provided with accurate and appropriate information.

Hardenhuish 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 chance to: celebrate different religious festivals; value and appreciate the extent of the similarities between the main faiths; and, learn from religious representatives from various communities.

We recognise that discrimination on the grounds of religion or belief is a current 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, and support and advice from *Stonewall*, an LGBT+ campaigning group which has a website containing a range of educational guidance and resources.

In addition, Hardenhuish 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.

There are many charitable organisations providing support on gender identity to young people, their families and 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.

### **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 2018 a higher proportion of EAL pupils (52.7%) achieved the Average Attainment 8 Score, than pupils who whose first language is English (48.1% achieved these grades). **Hardenhuish EAL pupils achieving achieved an Average Attainment 8 score of 62.9%.**

The Local Authority's Ethnic Minority & Traveller Achievement Service (EMTAS) continues to work with local schools to secure the achievement of EAL learners, and other learners. This includes work with individual children to assess and 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. In addition, the service works at a more strategic level. Recent work has included:

- planning and team-teaching in the secondary phase to ensure talk in the classroom models the academic language students need to master to succeed;

- providing training to specific groups including Newly Qualified Teachers, Early Years Practitioners and other school staff to equip them with the skills and knowledge to meet learner's needs;
- hosting "bilingual conferences" for multilingual children to come together, learn how to develop their skills and gain in self-confidence and respect.

EMTAS believes that Wiltshire schools will also benefit more widely from strategies used with learners of EAL, as it is recognised that a focus on language and communication skills can benefit a broad range of students. This belief has recently been bolstered by the findings of Professor Steve Strand in *English as an Additional Language (EAL) and educational achievement in England*, who demonstrated that an increase in the number of EAL learners in a school is associated with improved attainment by English first language pupils.

There are marked differences between the attainment of EAL speakers, for example, Tamil and Chinese speakers perform better than Pashto and Turkish speakers irrespective of when they arrive in the system. Prior education and where pupils live in England all impact on attainment. Attainment is also affected by arrival time. There is a severe attainment penalty for pupils arriving late into the English school system. For example, at GCSE level, pupils with EAL scored an average grade of a C if they arrived between reception and Year 7. This decreased to a grade of around a D if they arrived in Year 8, 9 or 10 – falling further to below an E if they arrived in Year 11.

### **Disability and Special Educational Needs**

Hardenhuish reports separately on SEND pupil attainment. To ensure information is not duplicated, this document will focus on disability-related areas of SEND that are the current focus of national attention.

Nationally the attainment gap between pupils who have SEN Support and pupils with no identified SEN is 20.4 %. 14.2 % of Wiltshire pupils with a Statement or EHC Plan achieved the Average Attainment 8 score while 31.4 % of Wiltshire pupils who have SEN Support received these qualifications.

Hardenhuish pupils with SEN support achieving 9-5 English and maths was 18.8%. The attainment gap between Hardenhuish pupils with SEN support achieving 9-5 in English and maths and non-SEN support was 38.8%.

*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.*

## **Mental Health**

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.

## **Pregnancy and 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.

### **EQUALITY OBJECTIVE**

Hardenhuish School has decided that one of our new Equality Objectives will address pupil mental health and wellbeing, as part of our commitment to supporting and preventing mental health+ difficulties, by holding a Mental Health Parents Information Advice and Guidance Evening for all parents of Hardenhuish pupils. Presentations will be given by a range of local support to inform parents of options available.

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