

Equality Information and Objectives 2021-22

At Sutton Veny CofE Primary School we want the very best for every child and so we provide an environment where they will be safe, happy, thrive and succeed. Our strong team of staff and governors are driven by a common goal – **to value, care for, guide and support each child to help them realise their potential.**

Introduction

Sutton Veny CofE 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. Sutton Veny CofE 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

- As a school we have worked hard to develop our understanding of children's mental health. This has included training from the Local Authority and the expertise of our DSL. As a result of this, there has been an increase in the number of children receiving ELSA support in school.
- The school has developed consistency in its use of mathematical representations across the school to reduce maths anxiety and ensure that all children can succeed in this area of the curriculum.
- We have introduced sets of books for EYFS and KS1 children to promote diversity and with families.
- Our PSHE and RE curriculum teaches the children to value and respect the diversity in our world.

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. In Wiltshire, the attainment gap is marginally under 8 percentage points, with 68% of girls achieving the expected standard in all of reading, writing and mathematics compared to 60% of boys.

In Wiltshire, the sex (girls/boys) attainment gap for the broad 'major' ethnic category All Black Pupils is larger at 10 percentage points with 62.7% of girls and 52.6% of boys achieving the expected standard in Reading, Writing and Maths.

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.

At Sutton Veny School, the children are identified early from an early stage for interventions. The school builds relationships, and works closely, with families to help provide the children with the support they need.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists. Underachievement for the groups highlighted in this report are a national as well as a Wiltshire concern and have been an ongoing issue since ethnic monitoring was introduced.

Very small numbers of minority ethnic pupils in Sutton Veny 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.

All Black Pupils Major Ethnic Monitoring Category

LA data has highlighted concerns about the attainment of the All Black Pupils major ethnic monitoring category and for the Black Caribbean minor ethnic monitoring category.ⁱⁱ

Wiltshire Key Stage 2 data for 2019 shows attainment was lower for pupils in the All Black Pupil major ethnic monitoring category compared with the White British pupils minor ethnic monitoring category. Fewer boys (8 percentage points lower) in the All Black Pupil category achieved the expected standard in Reading, Writing and Maths compared with boys in the White British ethnic category. Attainment for Black Caribbean pupils was 14 percentage points lower than the attainment of White British pupils.

A lower proportion of Wiltshire pupils in the All Black Pupil major ethnic monitoring category achieved a Higher Standard in the Reading, Writing and Maths assessments compared with White British pupils. Pupils in the All Black Pupil were 3.7 less likely to have achieved the Higher Standard compared to White British Pupils. When and as appropriate Sutton Veny School works 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.

In Wiltshire, just under 18% of Gypsy/Roma pupils achieved the expected standard.ⁱⁱ Small numbers mean the attainment of Wiltshire Traveller pupils is not being published. 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 and Traveller families choose to home educate their children during the secondary school years.ⁱⁱ

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.^{iv}

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.^v

At Sutton Veny School, we work closely with all families to build relationships, through effective communication as we value the impact a strong home-school partnership has on the children.

English as an Additional Language

In Wiltshire schools, the same proportion, 64%, of pupils for whom English is known to be their first language and those for whom it is an additional language achieved the expected standard.ⁱⁱ

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.^{vi} 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.

At Sutton Veny School, we access support from the EMTAS whenever we have children with EAL. We also work closely with the families to provide the best possible support for the children.

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.

Sutton Veny CofE 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.

Sutton Veny 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. Sutton Veny 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. Sutton Veny 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.

Sutton Veny School recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia and anti-Semitism (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.^{vii}

11% of Islamophobic incidents happen in educational institutions ^{viii}, including name-calling, jibes about so-called Islamic State, violence, and victimisation when wearing a hijab ^{ix}. Many Muslim young people say abuse is so commonplace it is normalised ^x. Childline has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem ^{xi}.

At Sutton Veny School, the children are taught to respect the fact that different people have different beliefs. This is taught through our RE and PHSE Curriculum and through the promoting of British Values. The adult in school model a culture of respect for all.

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*". ^{xv} 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.

This is one of the fastest changing areas of society, and one that is being addressed by Sutton Veny. Different families may include:

- families with adopted children (including those headed by same-sex couples)
- families with foster children (including those headed by same-sex couples)
- families headed by grandparents/uncles and aunts
- single-parent families
- children with more than one home
- step or blended families
- Families with two mums/dads.

Celebrating different families is one of the Sutton Veny has been recognising the differences and similarities between pupils. Same-sex couples are legally able to adopt children, and that this puts additional responsibility on schools to make sure that all families providing love and care for children feel welcome as part of the school community. Same-sex couples are being welcomed as foster carers and adopters for Wiltshire Looked-After children and the numbers of families headed by same-sex couples will continue to rise. As a school, we have recently introduced new reading books for KS1 that celebrate different families.

As a school, we work with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. Sutton Veny School confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

The organisation 'Stonewall' has a wide range of information, advice and resources and our school utilises the information to ensure the school creates a positive and inclusive environment for all its pupils.

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 2019, 16% of pupils at the end of key stage 2 have a special educational need and 4% have a statement or education, health and care plan.ⁱⁱ

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.ⁱⁱ In 2019, 25.6% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 75% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points.ⁱⁱ

Sutton Veny 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.*

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.^{xvi} 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.

Sutton Veny has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. The 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.

At Sutton Veny, we work closely with all families to ensure that no child misses out on opportunities. We help families to make applications and referrals to outside agencies to ensure the children access the support they need.

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.ⁱ

Sutton Veny School is committed to supporting children with their mental health and well-being. We have address this issue by attending whole staff training and prioritising ELSA support for children with the greatest need.

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. Below are some *suggested* Equality Objectives that you may wish to pursue. The suggested objectives have been developed to reflect current priorities, *however*, schools can choose an equality objective that meets the needs of their particular school community.

Equality Objectives:

- **To ensure that all children receive quality first teaching**
- **To ensure that high quality teaching meets the needs of all children**
- **To identify and provide targeted support for any disadvantaged children**
- **To monitor the impact of our provision for children with SEND**

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 <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2019-revised>

ⁱⁱⁱ 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>

^{iv} Gypsies and Travellers, House of Commons Briefing Paper Number 08083, 28 September 2017 <http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf>

^v 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>

^{vi} 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/>

^{vii} https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf

^{viii} Tell Mama, 2017

^{ix} NSPCC, 2018

^x British Youth Council, 2016

^{xi} NSPCC, 2018

^{xii} <https://www.equaliteach.co.uk/wp-content/uploads/2018/04/FAITH-IN-US.pdf>

Funded by the Home Office Hate Crime Communities Project Fund

^{xiii} LGBT History Month, <https://www.stonewall.org.uk/lgbt-history-month-education> celebrated in February each year.

^{xiv} 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>

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

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