

Equality Information 2020-2021

Wellington Lions & Eagles Primary Academies

Introduction

Wellington Lions & Wellington Eagles are 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. The schools recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same. Wellington Lions & Wellington Eagles create 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

Reducing exclusions and increasing the number of SEN / SEMH children integrated in class post COVID-19

Children were welcomed back in September with a 2 week Reconnection program, of sports, creative arts, drama, and wellbeing activities for Teachers to really get to know their class. The Nurture Base & Thrive Room was reduced and open for interventions only. The expectation was all children were to be integrated in class. Most children were full time with some on a part time timetable, dependant on their needs. Teachers were given behaviour management strategies and training to cope with negative behaviours and encourage children to reintegrate successfully into class. Members of SLT were on hand to support with this.

Priorities for the Year 2020/21

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.

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 Wellington Lions & Wellington Eagles 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.

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 Wellington Lions & Wellington Eagles work closely with the LA to implement proven strategies to raise attainment during the primary school years.

Our curriculum, teaching, policies and practices are regularly reviewed and updated, taking into consideration the current climate. The Black Lives Matter movement has provided a new impetus to this important work. This school is also receiving regular guidance and information from the LA as well as sharing best practice with other Wiltshire schools.

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. 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.

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.

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.

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. 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.

Wellington Lions & Wellington Eagles recognise 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.

Wellington Lions & Wellington Eagles are 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.

The Schools take incidents of prejudice-related bullying seriously and are committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our schools have 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/>

Our schools are vigilant in maintaining an awareness of, and appropriate responses to, this possibility. Wellington Lions & Wellington Eagles are 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.

Wellington Lions & Wellington Eagles ensure 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.

Wellington Lions & Wellington Eagles recognise that discrimination on the grounds of religion or belief is a global concern. Both schools are 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. The schools 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.

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

The schools are benefiting from an education resource designed for work with primary school children to educate them about Islamophobia. The development of this resource was funded by the Home Office.

Gender Identity and Sexual Orientation (LGBT)

Gender Identity remains a relatively new area for schools but this Protected Characteristic identifies a small section of society as vulnerable to discrimination and inequality. Gender Identity was included in equality legislation for the first time in 2010, and many schools, parents, as well as wider society, are learning about the issues for the first time.

Schools in Wiltshire access expert advice and support from the LA, as well as exchanging best practice with other schools. Wellington Eagles & Wellington Lions recognise that Gender Identity is a complex area and that children, young people and their families are navigating an equality area where best practice is not fixed, and where the central advice is to be 'led by the child'.

The schools are committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers.

Pupils are taught that families come in many different forms and include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc. Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other.

To ensure that our pupils develop a positive view of people, regardless of their sexual orientation or gender identity, this school celebrates LGBT History Month in February each year with a series of age-appropriate assemblies marking the contribution of significant figures (e.g. Alan Turing; Lily and Lana Wachowski; James Baldwin; Labi Siffre; Gok Wan; Jackie Kay).

The schools recognise that negative views within wider society about LGBT+ people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from CAMHS (serving Wiltshire children) show that increasing numbers of children in primary schools are raising issues relating to gender identity and sexual orientation. Gender Identity and sexual orientation are not mental health concerns but many of the referrals received by CAMHS for young people with issues related to their gender identity or sexual orientation are linked to bullying, isolation and internalised negative views about LGBT+ people, that in turn impacts on their emotional and mental health. The schools recognise that pupils with these issues will need support from school-based counsellors/school support groups and national websites such as Young Minds. CAMHS is encouraging of primary schools who can provide such support to their pupils, as dealing effectively with these issues at a younger age appears to reduce the more serious mental health issues presented by some LGBT+ secondary school pupils.

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

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

Wellington Lions & Wellington Eagles are 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. Wellington Lions & Wellington Eagles have structured interventions in place to support SEND children. In addition to this, we liaise with external providers to provide additional provision should our SEND children benefit from this.

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. 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.

Wellington Lions & Wellington Eagles have made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Wellington Eagles & Wellington Lions also know 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.

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. At Wellington Lions & Wellington Eagles, we work closely with CAHMS and Place2Be to support our children externally. Internally, we have a whole school THRIVE approach, have trained THRIVE and ELSA practitioners and are due to put parent THRIVE workshops on, educating parents in the importance of sound mental health.

EQUALITY OBJECTIVES

An objective is about change. It should be specific, measurable, achievable, relevant (realistic) and time-bound (SMART), expressed in terms of people and outcomes, and set towards achieving a long-

term goal. This means objectives focus on outcomes - real, practical change that can be expressed in terms of improvements.

Equality Objective: Pupils with Mental Health Concerns

To tackle the negative impact of SEMH on the educational attainment of pupils on roll and to promote the positive link between physical and mental health in relation to attainment of children not yet meeting age-related expectations.

The DFE recognised the importance of sport and physical activity in their School Sport and Activity Action Plan (July 2019). In this document, they stated that “a positive experience of sport and physical activity at a young age can build a lifetime habit of participation” The plan has three key ambitions which are:

- All children and young people take part in at least 60 minutes of physical activity every day.
- Children and young people have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits.
- All sport and physical activity provision for children and young people is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active.

Upon reading the plan and its ambitions, we wanted an increase of opportunities throughout the school day for physical activities that were popular and enjoyable with all ages.

The DFE states “Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.”

Our objective aims are as follows:

- All children to take part in an increase of targeted, taught physical activity in school, completing a ‘Marathon’ recorded on the Marathon Kids data tracking system.
- To see a positive effect on the progress and attainment of children who are not yet meeting age-related expectations. Measured through pupil progress data, staff, pupils and family forum.
- To see a positive effect on the physical health and mental wellbeing of children.
- To see an improvement in the efficiency and effectiveness from both teachers and TA’s of teaching and leading sporting activities.

To see a positive effect on the behaviour and engagement of children not meeting age-related expectations, thus impacting the efficiency and effectiveness of teacher’s lessons through minimising disruption and increasing focus and attention. Measured by qualitative data

It is particularly important to Wellington Eagles & Wellington Lions that the activities we implement build resilience and overall wellbeing as well as increase focus, positive behaviour and engagement in lessons, thus raising academic attainment.

The desired outcome is there will be a clear increase in both the progress and attainment of children who are not yet meeting age related expectations, as well as an impact on mental health. Together the quantitative and qualitative data will form a baseline. I decided my SMART target for this change project would be as follows:

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>