

IVY LANE SCHOOL



EQUALITIES INFORMATION (IVY/POL061)

Review date	Date agreed	Next review
March 2021	April 2021	Sept 2022

EQUALITIES INFORMATION

“Education plays a key role in determining how you spend your adult life – a higher level of education means higher earnings, better health, and a longer life. By the same token, the long-term social and financial costs of educational failure are high. Those without the skills to participate socially and economically generate higher costs for health, income support, child welfare and social security systems.”

Introduction

Ivy Lane School 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.

Ivy Lane 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. Ivy Lane creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document looks at the most recent attainment data and highlights the groups that are vulnerable to underachievement in Wiltshire schools. Ivy Lane School is using this data to support its work to maximise the attainment of every pupil and, in particular, pupils at risk of educational underachievement. It 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

Ivy Lane School aim to meet their obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the school aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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.

Ivy Lane recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:

- The school ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- The school ensures that all teachers have high expectations of all pupils, and individual pupils' progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement
- All teachers 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 is able to implement a wide variety of interventions. Ivy Lane School seeks to narrow the attainment and achievement gap between boys and girls through rigorous tracking and assessment of data.

Mrs Schonfeld is the member of staff who provides advice and support on this area of equalities.

Assemblies

- Gender balance of themes
- Gender balance of visitors

Curriculum

- Engage boys in 'writing for pleasure' activities in Reception classes and beyond
- Focus to improve English skills of both lower and higher attainers across the school
- Life mentors (gender appropriate)

- Year 6 role model readers for both genders
- Teachers evaluate provision in the curriculum to ensure engagement with both genders
- Gender balance of reading books

Events

- Gender balance of school visitors
- Family learning for both genders

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 Ivy Lane School 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 Ivy lane works 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. 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. 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

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 advice on best practice for individual pupils, to ensure those most vulnerable to poor attainment are to fulfil their academic potential. 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.

In addition, the service works at a more strategic level. Recent work has included:

- providing training to specific groups including Newly Qualified Teachers, Early Years Practitioners, SENCo and other school staff to equip them with the skills and knowledge to meet learner's needs.

Ivy Lane School supports all children including those in ethnic minority groups and economically disadvantaged to achieve and attain to their potential.

- EMAS and EAL support (Wiltshire) for children and families
- EMAS and EAL training for teachers and teaching assistants
- Pastoral Manager to support children vulnerable to underachieving and their families
- Access to Parental Support Advisor (via Chippenham Partnership of Schools)
- Primary School cluster links
- Monitor balance of children accessing after school clubs (Pupil Premium/Free School Meal entitlement etc.)

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.

Ivy Lane 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.

Ivy Lane School 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. Ivy Lane 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.

Ivy Lane School 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.

Miss Murray is the member of staff who provides advice and support in this area of equalities.

As a school we provide:

Assemblies

- Following Discovery RE and themes prepared throughout the year, alongside the Wiltshire Agreed Syllabus.

Curriculum

- To further support our planning and teaching of RE, we follow the enquiry based scheme of learning, 'Discovery RE'.
- Visits to religious places of worship of different faiths
- Role play scenarios
- Themes to celebrate similarities and differences in faiths

Important Religious Festivals

- Follow the calendar of festivals throughout the year following the Discovery RE and Wiltshire RE scheme e.g. Diwali, Eid, Hanukkah

We recognise 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. Child line has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem ^{xi}.

This school is benefiting 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 ^{xii}.

Gender Identity and Sexual Orientation (LGBT)

For non-church schools:

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. Ivy Lane recognises 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'.

This school is 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 ^{xiii} History Month in February each year with a series of age-appropriate assemblies or sessions within class, marking the contribution of significant figures (e.g. Alan Turing; Lily and Lana Wachowski; James Baldwin; Labi Siffre; Gok Wan; Jackie Kay).

This school recognises that negative views within wider society about LGBT+ ^{xiv} people can have a detrimental effect on pupil wellbeing. Data from Child line 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, which in turn impacts on their emotional and mental health. This school recognises 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.

Ivy Lane is aware of the support that we can access in relation to this equality issue, including that from the Local Authority, and from Mermaids (this charity supports families and schools where gender identity has been recognised as a specific issue). Ivy Lane is able, with the help of the Local Authority if required, to appropriately support pupils and their parents/carers should the need arise. <http://www.mermaidsuk.org.uk/>

In addition, this school is aware of the changes we can make to avoid unnecessary gender distinctions. Such changes introduced by the school not only ensure a more equal environment should there be pupils who are uncertain about their gender identity, but can also contribute to providing a clearer perspective with regard to reviewing our data on attainment gaps between girls and boys.

This school has flexibility within the school uniform, does not make any distinction between the sports that girls and boys can play, and endeavours not to divide pupils into groups solely based on their sex.

Mrs Katie Burton, the school SENCo is the member of staff who will, in total confidence, provide or obtain support and advice for any pupil (and/or their parents/carers) who is experiencing gender variance or related bullying.

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

Ivy Lane 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.*

At Ivy Lane we provide:

Assemblies

- Disability assemblies e.g. Paralympics, Tedworth House visitors.
- Visitors e.g. guide dogs for the blind and community links with St Nicholas Special School

Curriculum

- Audit of resources and books to ensure they represent all groups in society
- Pupil tracking identifies children with disability and SEN, and tracks their progress
- Interventions in place, monitored (SEN audit)
- Effective Reading Partnership including SEN/children with a Disability
- Back On Track including SEN/children with a Disability
- Outside support agencies e.g. Occupational therapist, Physical Impairment service,

Physiotherapist, Educational Psychologist, behaviour Support Service

- Common Assessment Framework (CAF) for multi-agency support
- Multi Agency Forum (MAF) for multi-agency FOR MULTI AGENCY SUPPORT AND ADVICE
- Single Agency Referral Form (DART) for single agency support

Events

- The inclusive Children's Parliament (school councillor representatives from the local primary schools)
- Additional transition arrangements and activities with secondary school for children with SEN

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.

Ivy Lane School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. We 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.

The school SENCo, Mrs Katie Burton provides advice and support on this area of equalities.

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

The school Well-being lead, Mrs Georgi Poolman, provides advice and support on this area of equalities.

EQUALITY OBJECTIVES

At Ivy Lane, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

We aim to:

To promote cultural development and understanding through a rich range of experience, both in and beyond our school

- To achieve this objective we plan to engage in an ongoing programme of visits across the communities we serve and to host a regular programme of visitors to our schools or virtually, to share different perspectives, faiths and cultures.

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

- To achieve this objective we plan to modify provision in order to meet all children's needs and interests. Introduce more specific interventions for English and Maths. Improve parental engagement by being part of the learning experience.

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for Pupil Premium Funding and Free School Meals.

- To achieve this objective we plan to analyse the expenditure of our PP funding to ensure we getting the best value. The action plan will outline in detail the focus areas of targeted support. We will modify provision in order to meet all children's needs and interests, by more specific interventions for English and Maths initially.

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

- To achieve this objective we will review the level of parental and pupil engagement, through surveys with families/teachers. We will take part in the AfA project to improve parental engagement of our PP children in particular.

To 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.

- To achieve this objective we plan to provide a nurturing environment, additional resources/interventions to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

Reviewed by: Helen Lammin

Date:

Agreed by Governors:

Signed (chair of governors):

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- 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>