

St Martin's CE Primary School

Friendship Love Honesty Hope Respect Responsibility

A place of spirituality, diversity and opportunity;

Inspiring all, flourishing together.



Equalities Information 2022-23

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Introduction

St Martin's 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. St Martin's 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 population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes

St Martin's is renowned for its inclusivity.

- The proportion of disadvantaged pupils who are supported by the pupil premium (39%) is above the national average.
- The proportion of pupils who speak English as an additional language (51%) is above the national average.
- The proportion of pupils with SEND (20%) is above the national average

In our Ofsted inspection in 2019, it was noted that:

'Pupils' spiritual, moral, social and cultural development is a strength. Pupils learn to understand other faiths and cultures and told inspectors that the school's diversity helps them to respect and appreciate others' views. They benefit from strong teaching of art as well as the opportunity to learn a musical instrument. They gain an understanding of democratic processes through the democratic election of school councillors and classroom monitors. They describe how the school's curriculum teaches them how to get on well together.'

'Pupils support the school's values of tolerance and inclusion. Relationships between pupils and staff are strong. Leaders encourage pupils to take on additional responsibilities and contribute to the wider community, by leading fundraising activities and representing the school at events such as carol concerts.'

'Leaders provide effective support for the social and emotional needs of pupils with SEND. This includes providing additional help for their social development through activities such as Forest School. This is improving pupils' confidence and making the school more accessible for pupils with additional needs.'

'Pupils say that they feel safe in school, know how to stay safe in a range of situations including on line and that incidents of misbehaviour are rare. Most pupils and parents are confident that adults deal swiftly and robustly with allegations of bullying. School records confirm leaders' proactive approach to preventing poor behaviour and bullying.'

'We have helped pupils at risk of exclusion with individualised support and by adapting the curriculum to meet their needs. The number of fixed-term exclusions is decreasing.'

Priorities for the Year

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. Nationally the gap is 8 percentage points, with 69% of girls achieving the expected standard in all of reading, writing and mathematics compared to 61% of boys. The gap in Wiltshire is also 8 percentage points with 67% of girls and 59% of boys achieving the expected standard. ii

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 interventions 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. iii

We are committed to helping children to develop into self-confident young people able to access all opportunities available to them. This school recognises that a small minority of children do not feel they fit neatly into society's views of boy-gender and girl-gender. We recognise that groups of pupils may be vulnerable to underachievement for a number of complex reasons so we:

- Ensure that all teaching staff are aware of the groups that have experienced historic underachievement
- Ensures that all teaching staff 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
- Ensure that staff are aware that different factors, such as gender, can combine to exacerbate educational disadvantage
- Work closely with parents/carers to address any underachievement at an early stage to implement a wide variety of interventions
- Work with children on an individual basis to provide relevant support and make appropriate adaptations to meet their needs
- Ensure our children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g. in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate (an example of this might be that girls might be considered better at literacy and boys at maths).
- Ensure that all our children can be who they are without the introduction of unnecessary gender constraints or limitations
- Educate our children about negative language that may isolate and demean particular vulnerable pupils e.g. transphobic language.

Minority Ethnic Pupils

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

At St Martin's, 51% of pupils are from ethnic minority backgrounds and from 22 different ethnic minority groups, which is above the National average. In addition, the number of children in each distinct group is small. St Martin's works closely with Wiltshire Ethnic Minority Services to support these children and we choose to use individual pupil-targeted approaches 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.

Black Caribbean and Mixed White/Black Caribbean Pupils

National and LA data have highlighted concerns about the attainment of Black Caribbean pupils and Mixed White/Black Caribbean boys. This national attainment gap has remained relatively constant for the last 30 years despite a range of initiatives. ii

Wiltshire Key Stage 2 data for 2019 shows attainment was lower for Mixed White/Black Caribbean boys and girls with 52% achieving the expected standard. For Mixed White/Black Caribbean pupils eligible for FSM, 30% achieved the expected standard.

Wiltshire Key Stage 2 data for 2019 continues to show lower attainment for Black 'Other' pupils and 50% achieved the expected standard. When and as appropriate, we work closely with the LA to implement proven strategies to raise the attainment of pupils from these groups during the primary school years.

Gypsy/Roma/Traveller Pupils

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups. Nationally, 18% of Gypsy/Roma pupils and 22% of Irish Traveller pupils achieved the expected standard. ii 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, which is important as it is an area in which schools are able to help. v

In January 2019, St Martin's took part in a country-wide project named 'Torn From Home', led by the Local Authority EMTA Service. Its aim was to deepen pupils understanding of belonging to a minority group through practical and art based work. Resulting in an exhibition of work at County Hall Trowbridge to mark the 2019 Holocaust Memorial day.

English as an Additional Language

Nationally, the same proportion, 65%, 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

For Wiltshire pupils, the attainment of pupils whose first language is other than English exceeded that of First Language English pupils. 64% of pupils whose first language is not English achieved the expected standard compared to 63% of pupils whose first language is English. 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 our school, all children have equal access to high-quality provision and memorable, diverse experiences. We are well served by Wiltshire's EMAS team and interpreters are a regular feature in many lessons. We have benefited from the expertise of Polish, Romanian, Portuguese and Bengali translators who help to ensure that EAL families are included in all school events, from fund –raisers to consultations.

Previously, we have celebrated 'International Mother Languages Day', and have 'Travel the World' based topics, which have drawn on members of the local community and the Bi-lingual assistants to share their wealth of knowledge. This year, we have instated 'Young Interpreters'; a Hampshire EMTAs initiative that trains children to understand and support their peers who are new to English or new to our school. In addition, we have created an EAL co-ordinator role to raise the profile of this increasing demographic and have developed stronger links with EMTAS, who have further enhanced their level of support and involvement with St Martin's.

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. St Martin's 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.

St Martin's Primary 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 procedures for recording all incidents of prejudice-based bullying, and this includes bullying related to religion and belief. We are vigilant in maintaining an awareness of, and appropriate responses to, this possibility. We are aware that negative faith-based media attention can have

an impact on all children, and we recognise the importance of ensuring that pupils are provided with accurate and appropriate information.

St Martin's Primary 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.

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) are increasing and that this 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% 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.

Acting upon, and reporting, prejudice-based incidents, whatever the prejudice and in whatever form it arises, is always swift and robust. The head teacher reports on such issues to the governors in termly reports and outcomes are monitored.

Our latest SIAMs report, in 2021, was "Good". Our school continues to value its Christian character and ethos and actively promotes its values within the school and the community.

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, families, 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. St Martin's 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. 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, we recognise that negative views within wider society about LGBT+ xiv people can have a detrimental effect on pupil wellbeing and we are prepared to address negative opinions robustly. 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. Our 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.

As a church school, this school has benefitted from the work undertaken by the Church of England, which is published in the document, 'Valuing All God's Children.' 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.

Disability (Special Educational Needs and Disability)

SEND pupils are supported with an Education, Health and Care Plan (EHCP) plan' or 'SEN support'. In Wiltshire in 2019, 16% of pupils at the end of Key Stage 2 have a Special Educational Need and 4% have an Education, health and Care Plan. ii

Of all reported characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified SEND. ii In 2019, 20% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 74% of Wiltshire pupils with no identified SEND, resulting in an attainment gap of 54 percentage points. ii

St Martin's is required to publish information on the attainment of SEND pupils. 20% of our children have Special Educational Needs, with 2% having an EHCP and so provision, systems and structures all acknowledge our commitment to meeting the needs of differently-abled children.

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.

St Martin's has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. We also know that a strong partnership with families 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.

Our Pupil Premium Strategy Statement and Review (2022-2023) can be found on the school website.

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

We employ two Emotional Literacy Support Assistants (ELSAs), a Time to Talk counsellor and a Play Therapist who all work together to promote mental well-being. In addition, our children benefit from Zones of Regulation work and structured lunch club.

Our Equality Objective for 2022-2023

St Martin's will continue 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.

References

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 Educational Needs and their Links to Poverty, 26 February 2016 <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>