



Equality Information 2019-2020

Nurturing . Inspiring . Achieving

Introduction

Holy Trinity Church of England Academy 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. Holy Trinity Church of England Academy 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

We have had no permanent or fixed-term exclusions during the past academic year. Please see the Sports Premium report which demonstrates how a child with complex learning needs has been supported in swimming. All children have access to high quality sports coaches. This has included:

- *Chance to Shine (Cricket)*
- *Bristol City (football)*
- *Calne Rugby*
- *Up 'n' Under Sports*
- *Sports Educators*

We have a small cohort of children from a Syrian background. They have worked hard and made progress. Some of their difficulties arise from a lack of vocabulary.

At Holy Trinity, all God's children are valued and cared for equally. Any bullying is reported and addressed in a robust manner (please see our Anti-Bullying policies). Any discriminatory language is not tolerated at our school.

Our curriculum is reviewed annually. Our children are prepared as life-long learners with a strong moral compass. They live out life in all its fullness, diversity and richness. We serve our local community. Welcoming difference and celebrating children's uniqueness, understanding that we are all made in the image of God.

Priorities for the Year 2018/9

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 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. ⁱⁱⁱ

At Holy Trinity Church of England Academy, 81% of children achieved a combined reading, writing and mathematics. 83% of boys achieved the combined expected standard in reading, writing and mathematics compared to 79% of girls.

Minority Ethnic Pupils

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

Very small numbers of minority ethnic pupils in Holy Trinity Church of England Academy 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.

Black Caribbean and Mixed White/Black Caribbean Pupils

National and LA data has 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 2018 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 2018 continues to show lower attainment for Black 'Other' pupils and 50% achieved the expected standard.

When and as appropriate Holy Trinity Church of England Academy works 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

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 English achieved the expected standard compared to 63% of First Language English pupils. 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 Holy Trinity Church of England Academy we are currently working closely with the EMAS team and pre-school settings to support our children and families new to our country. This includes bilingual support for children with Syrian backgrounds.

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. Holy Trinity Church of England Academy 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.

Holy Trinity Church of England Academy 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” (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. Holy Trinity Church of England Academy 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.

Holy Trinity Church of England Academy 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 the RE curriculum, pupils learn about different religious festivals and learn from religious representatives from various communities.

Holy Trinity Church of England Academy 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% 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}.

This school is 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^{xii}.

Holy Trinity Church of England Academy 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. Holy Trinity Church of England Academy recognises that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect.

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.

Holy Trinity Church of England Academy is an early adopter of the Relationships Education and RSE. We have discussed the statutory guidance (2019) FOR Relationships Education, Relationships and

Sex Education (RSE) and Health Education as a staff and governors will consult with parents when the new policy is implemented in the Autumn Term.

Disability (Special Educational Needs and Disability)

SEND pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In Wiltshire in 2018, 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 SEND have the largest attainment gap when compared to those without any identified SEND. ⁱⁱ In 2018, 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

Holy Trinity Church of England Academy is required to publish information on the attainment of SEND 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 refer to the SEND Information Policy, which is available to download from the school's website.

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.

Holy Trinity Church of England Academy has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Holy Trinity Church of England Academy 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.

Please see the Pupil Premium Information on our school website for further details of our provision.

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

At Holy Trinity, we are proactive in dealing with any issues affecting mental health. Bespoke pastoral support designed by our Pastoral Support Manager allows children to talk about any obstacles to them becoming happy life-long learners. Our excellent partnership with parents in this area has led to becoming more happy to talk to a trusted adult.

EQUALITY OBJECTIVES

Equality Objective: Gender

This school is committed to addressing all issues of bullying behaviour and discriminatory language and this includes homophobia, biphobia and transphobia.

Holy Trinity is an early adopter of the statutory Relationship Education, Relationships and Sex Education (RSE) and Health Education. We value all God's children, irrespective of gender, race, background or sexual orientation. Loving relationships and families come in many different shapes and sizes. Our robust Anti-Bullying policy and school-based approach to bullying ensures that bullying is stamped out and dealt with proactively. Holy Trinity is committed to this and has decided that one of our new equality objectives will address gender, as part of our commitment to ensuring that Holy Trinity lives out a message of valuing all God's people.

Holy Trinity Church of England Academy will:

- Ensure that all issues of bullying behaviour and discriminatory language and this includes homophobia, biphobia and transphobia will not be tolerated
- To deal with all types of bullying sensitively by following our agreed Anti-Bullying policy
- Provide support for children and families who are suffering the effects of bullying
- Consult with all stakeholders about the new statutory Relationship Education, Relationships and Sex Education (RSE) and Health Education guidelines
- Review our Anti-Bullying procedures in light of the new statutory Relationship Education, Relationships and Sex Education (RSE) and Health Education guidelines

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-2018-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/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>