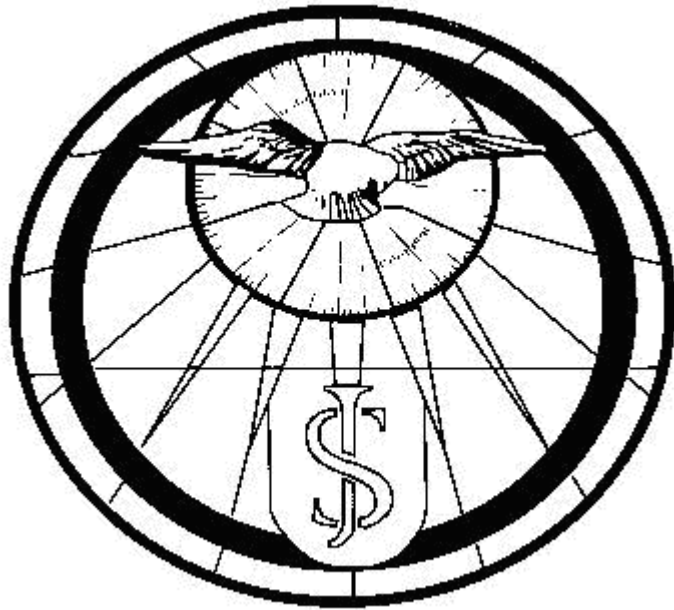


St. John's Catholic Primary School



Equality Information 2021/2022

Our Mission Statement

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful.

We live our Mission by:

- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
- Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
- Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum
- Developing sound teaching and effective classroom management
- Generating a positive attitude to learning where realistic expectations of pupils and high standards of work are expected
- Using a variety of teaching approaches that reflect the needs of individual pupils
- Participating in projects which focus on the needs of others including local and international charities

St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge and St. Thomas More, Bradford-on-Avon.

Introduction

St John's Catholic 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 John's Catholic 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 equality¹ for our school population and how we plan to tackle inequalities that may impact at school.

The responsibility for overseeing equality practices in the school lies with the **Equality Advocate** – a named member of staff and governor. Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment
- Monitoring the progress and attainment of potentially vulnerable groups of pupils
- Monitoring exclusions

Celebrating our Successes

We are proud to be one of Wiltshire's most diverse primary schools. The school has 11 out of 17 possible ethnic groups.

We have strong community links through close working partnerships with the whole community.

We ensure that money is not a barrier to needy families accessing before and after school care if they should need it.

We know how important it is to prioritise pupil's mental health, and so as a school we encourage a daily mindfulness session and participation in the Daily Mile challenge.

We have an Emotional Literacy Support Assistant (ELSA) who supports children who are struggling with a range of issues.

We also have a Parent Support Adviser who supports and works with our parents.

Exclusion rates are virtually nil.

Priorities for the Year 2019/20

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

The school has well established interventions and teaching plans for phonics and guided reading, which will ensure that these necessary skills are taught consistently and systematically.

In order to promote gender equality across all areas of the school to pupils, staff, parents, carers and other school users, within the framework of a Catholic school, and informed by our faith, we will:

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in every area of school life
- Recognise that nationally the achievement of boys is falling below that of girls and strive to ensure that all individuals and groups of pupils are making the best progress possible in our school
- Ensure that any policy designed to improve the attainment of one particular group (eg boys) does not do so at the expense of other groups.

Minority Ethnic Pupils

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

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 St John's Catholic Primary School 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

We will ensure that any children from the Gypsy/Roma and Traveller community and their parents are identified from the outset and academic and social achievement tracked. In the event of any concerns, the school's HT or Inclusion Leader will seek to engage with the family at the earliest opportunity.

At St John's Catholic Primary School we work closely with the EMTAS team to support our traveller children. This includes an EMTAS teacher coming in to school, when necessary, to work with individual children.

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. the

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 St John's Catholic Primary School we have a high percentage of children with EAL (31%), which is above the national average (21%). The school has 11 out of 17 possible ethnic groups. We have weekly support from the EMTAS team, and currently have an EMTAS teacher working in school for one and a half days a week. EMTAS also come in and help us to run short interventions with us, as needed. *We are a part of the Young Interpreters scheme, and have a small group of children who meet 6 times a year.*

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 John's Catholic 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 John's Catholic 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 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. St John's Catholic Primary 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.

St John's Catholic 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.

St John's Catholic Primary 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% in the numbers of faith or belief-based incidents reported to the Police either on school property or near to school property.^{vii}

We have found that at St John's, our many different communities integrate very well. We have approximately 22% of our school from religious backgrounds other than Catholic, including no religion. We always seek to engage with our parents on their preferences and we ensure that parents are aware of their right of withdrawal from RE lessons and Collective Worship (which is taught from a Christian standpoint).

At St John's Catholic Primary School, we follow the Catholic Social Teaching scheme (Caratas), which forms the foundation of all that we do.

Gender Identity and Sexual Orientation (LGBT)

It is a fundamental belief in a Catholic school that we celebrate and welcome diversity and that God made us all unique. Differences are a cause for celebration.

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

St John's Catholic Primary School 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 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.*

St John's carries out an annual Health and Safety audit which includes a robust analysis of each room in the building to assess accessibility and ability to cater for people with disabilities. The findings are discussed with the Governors and actions agreed where needed.

The school has a disabled toilet.

Careful thought is given to the height of services such as sinks and toilets to ensure that children are able to access facilities easily and without embarrassment.

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 John's Catholic Primary School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. St John's Catholic Primary 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.

The school ensures that all children highlighted by WCC as being eligible for FSM are invited to apply, and where children are FSM or EVER6, those families receive significant financial assistance with school trips, before and after school provision, and more.

The school also takes a view that there are many families who are not eligible for FSM and are not EVER6, but they are 'just about managing'. The school is proactive in supporting these families in a sensitive way, where that support is welcomed.

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's ethos and RE scheme of work ensures that children are supported and nurtured in a loving and caring environment.

EQUALITY OBJECTIVES

This school has decided that one of our new Equality Objectives will 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 ensure that the school has a TA who is ELSA trained.	ELSA is currently providing whole school support 0.4 Additional ELTA support training to commence October 2021
To embed the daily mindfulness session across the school	After lunch break - daily across the school Whole school refresher training Term 2
To embed the Daily Mile initiative across the school.	Timetabled for every class every day
To raise awareness of mental health issues in children with staff	Mental Health Support Team accessed. Inclusion Lead & PSA hold regular meetings with this service. SBM & TA trained Mental Health First Aid for staff (MHFA) TA training planned term 1 for MHFA for children Additional THRIVE practitioner training commencing term 1
To promote strategies to enable pupils to deal with different emotions such as anxiety.	Mindfulness, breathing techniques shared with classes. Some children use Calm boxes. Develop gardening project- Term 1
To talk about anxiety issues openly with children during assemblies and class discussions.	Share at staff meeting – ensure that it is included in PSHE lessons. Restorative Justice whole school procedure fully implemented

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.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>