



The John Bentley School
An Outstanding Centre for Learning

Equality Information and Objectives



The School Vision

An Outstanding Centre for Learning

This vision will be realised through ensuring that:

- Teaching will inspire, motivate and challenge students to learn.
- Every student will achieve more than they ever thought possible.
- The Calne area and community will be proud of JBS.
- We will fully support every individual in our school community.
- We will have an inspirational learning environment.



Version Control

Version	2.1
Approved on	29.11.17
Approved by	Full Governing Body (Resources)
Review Period	Equality Objectives (Annual) Policy (Four Years)
Review	November 2018 (Objectives)
SLT Link	Lynsey Wall

Introduction

“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.”ⁱ

The John Bentley School (JBS) 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.

This particular document concentrates on the most recent equalities-related attainment data and highlights those groups that are vulnerable to underachievement in Wiltshire schools. JBS is using this data to support its work to maximise the attainment of every pupil, and in particular, pupils from groups who may be vulnerable to educational underachievement.

We recognise that groups of pupils may be vulnerable to underachievement for complex reasons, and have 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, and of those for whom lower attainment persists (e.g. boys, disadvantaged, SEN SEMH (Social, Emotional and Mental Health), & lower prior attainment learners)
- The school ensures that all teachers have high expectations of all pupils; that individual pupils’ progress and attainment is tracked and suitable intervention strategies are used in the classroom; and that there is 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 can implement a wide variety of interventions.

ATTAINMENT: NATIONAL AND WILTSHIRE DATA

Wiltshire attainment is broadly in line with national results. In this document results are being highlighted where there is a county attainment gap compared with national results or where there is national and local concern about poor attainment for specific groups.ⁱⁱ

Disadvantaged Pupils (The Ofsted definition refers to pupils eligible for Free School Meals, and those pupils who are Looked After and Adopted from Care)

There is concern nationally and in Wiltshire about the underachievement of boys and girls who are eligible for free school meals as well as the poor attainment of children who are looked-after by the Local Authority. The attainment gaps for disadvantaged pupils are substantial. In 2016 the KS4 gap for Wiltshire disadvantaged pupils compared to non-disadvantaged pupils achieving A*-C in English and maths was 34 per cent, whilst the gap for England was 27.8 per cent.² Disadvantaged pupils account for 33% of our intake. The gap between JBS non disadvantaged and disadvantaged students has narrowed from -1.6 in 2016 to -0.68 in 2017.

Information about how we spend our pupil premium allocation and the work being undertaken to narrow the attainment gap for pupils identified as disadvantaged 2017-18 can be found in the Pupil Premium section of the school website.

Pupils whose ethnic background is recorded as Gypsy Traveller

Wiltshire and national ethnic monitoring data looking at the proportion of pupils who achieved A*-C GCSE in English and mathematics shows that Gypsy Traveller pupils, as a group, have the lowest educational outcomes with national attainment gaps of 49 per cent (compared with average results for All Pupils).ⁱⁱⁱ This group is also of concern as they are likely to choose home education rather than opting to attend secondary school, and are more likely to receive fixed term exclusions from school. In 2016 there were only three Gypsy Traveller pupils in any of the Wiltshire secondary schools who sat GCSE (or equivalent) exams.³

Very small numbers mean JBS is not able to detail the steps it takes to raise attainment and support transfer to secondary school, but recognises that Gypsy/Traveller pupils are particularly vulnerable within the education system. JBS works closely with the specialists in the Wiltshire Traveller Education Service and individual support, transition and attendance plans are prepared on a needs-basis to assist these pupils.

Girls/Boys

Nationally, the narrowest attainment gaps are between girls and boys - compared with the larger attainment gaps which are between FSM-eligible pupils and All Other Pupils, and SEN-identified pupils and All Other Pupils.ⁱ In Wiltshire, the average 2016 results for both girls and boys achieving A*-C GCSE in English and mathematics significantly exceeded the national average results. Nationally 64 per cent of girls achieved these GCSEs compared with 70 per cent of girls in Wiltshire.ⁱⁱⁱ Nationally 55 per cent of boys achieved both the English and mathematics GCSE's compared with 62 per cent of Wiltshire boys. The attainment gap between girls and boys in Wiltshire was 8 per cent.ⁱⁱⁱ At JBS we recognise that whilst our attainment gap is narrowing (boy / girl gap in attainment was -17% in 2016 (% attaining C+ in English and Maths) to -8% in 2017 (% attaining 5+ in English and Maths), we are adjusting our teaching and learning strategies to narrow the gap further in 2018.

Pupils with Special Educational Needs

Nationally the attainment gap between pupils who have SEN Support and the average for All Pupils is 34 per cent. Just over 5.8 per cent of Wiltshire pupils with a Statement or EHC Plan achieved A*-C GCSE in English and mathematics compared with 10.5 per cent nationally. Nationally, the percentage of All SEN Pupils who achieved any passes at GCSE or an equivalent exam was 89 per cent.ⁱⁱⁱ At JBS we have put our SEN students at the centre of our learning culture.

*Information about the support provided by JBS for pupils with special education needs and for disabled pupils is detailed in the SEND section of the school website.

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.

JBS 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.

Faith and Belief

Data is not collected for monitoring purposes on Religion and Belief, and there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

JBS 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, or morals and ethics. JBS is committed to supporting all our young people as they develop a personal relationship with their own set of 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.

JBS 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 relating to religion and belief.

JBS 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. As part of a whole school activity, pupils have the chance to 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, and our school actively promotes tolerance and respect. JBS commemorates Holocaust Memorial Day as a key part of its commitment to informing pupils about the consequences of intolerance.

Gender Identity and Sexual Orientation

There is no attainment data available for this Protected Characteristic. This is one of the fastest changing areas of equality and this school is doing the following:

Seeking support and guidance from the LA and other appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils, including lesbian, gay, bisexual and transgender pupils (LGBT+) and those pupils uncertain about their gender identity/sexual orientation.

In order to support such an inclusive environment, JBS is aware that homophobic/biphobic/transphobic language and bullying creates a negative and possibly hostile environment for pupils who may be lesbian, gay, bisexual, transgender or unsure about their sexual orientation/gender identity. We work with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. JBS confidently tackles discriminatory language and supports pupils to create a school environment that values diversity.

JBS is working with LGBT+ pupils to:

- Reduce the isolation experienced by some LGBT+ pupils
- Identify changes to ensure the school is as welcoming as possible for LGBT+ pupils
- Raise self-esteem of LGBT+ pupils and help them to feel confident and comfortable with their identity
- Enable more confident members of the school community to support pupils who are having more difficulties
- Provide feedback to the school about the experiences of LGBT pupils both in-school and out of school.
- Establish a LGBT+ group welcoming all students from all year groups.

JBS has decided that one of our new Equality Objectives will address LGBT+ issues and will create a school that is supportive, inclusive and welcoming for LGBT+ pupils as well as families with LGBT+ parents/carers.

EQUALITY OBJECTIVES

Academic attainment is important, but pupils also need to progress through their education feeling happy and self-confident. As a Thrive Hub school we are committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

OBJECTIVE 1	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.
Specific	This objective addresses one of the main current issues in society and within the Calne community.
Measurable	Number of referrals made to CAHMS & in house counselling service. Bullying logs Student voice activities. Wiltshire Healthy Schools (Bronze award) 2017 (pending) Accreditation of the Wellbeing award 2018/19
Attainable	Integral part of the pastoral care programme and embedded in school ethos.
Relevant	Our school has committed to this equality objective because it will ensure that we continue to develop our provision on mental health. We have a rising number of students with MH issues who are currently accessing an Alternative & Flexible curriculum.
Time-Bound	KS3 Mental Health day (in Term 4 2018). Annual collection of data (taken at termly intervals). Relevant equality information will be published and Equality Analysis conducted on an annual basis. This objective will be achieved at the end of the four year period at which time it will be reviewed and renewed.

OBJECTIVE 2	Create a school that is supportive, inclusive and welcoming for LGBT+ pupils as well as families with LGBT+ parents/carers.
Specific	Build on existing effective practice, to review and develop the school curriculum to ensure a wide range of opportunities exist that promote equality and diversity, and challenge prejudice and discrimination. Challenge all behaviour that is discriminatory.
Measurable	Bullying logs – homophobic/transphobic incidents Monitor gender equality, including sexist incidents, through reporting mechanisms and Student Voice Attendance at LGBT+ club.
Attainable	JBS is a fully inclusive school. Sustainable student peer support mechanisms are planned, with required training and communication
Relevant	Meeting the needs of societal changes
Time-Bound	Relevant Equality information will be published and Equality Analysis conducted on an annual basis. This Equality Objective will be achieved at the end of the four year period at which time it will be reviewed and renewed

LGBT+ pupils are a group that may be vulnerable to bullying and unfair treatment. It is important our school creates a supportive environment to enable all our pupils to work out who they are and how they fit into society. As a school, we recognise that historic discrimination and unfairness means this may be more difficult for some pupils.

OBJECTIVE 3	To develop a shared set of values throughout the school community and to promote the core values of respect, responsibility and resilience.
Specific	Our school values underpin everything that we do and will equip our young people for life in the 21 st century. We have a school culture that promotes respect for others' views and

	ideas. Through the constant promotion of our 3 core values means that JBS pupils have positive attitudes to learning, which is leading to improved progress for our pupils.
Measurable	Student recognition awards for showing the core values. Student voice activities – every PSHE day (x3) Values evening in Jan 18.
Attainable	<ul style="list-style-type: none"> • promote the core values in PDT sessions, • hold themed SLT assemblies, • promote fortnightly focus weeks for each value
Relevant	Key in developing students holistically so they are prepared for life beyond JBS.
Time-Bound	Throughout the year and review of progress at the end of each year and by the end of the four year period. 3 PSHE days throughout the academic year. Relevant Equality information will be published and equality analysis conducted on an annual basis.

OBJECTIVE 4	To accelerate the progress and achievement between students and all groups of students; especially between boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children.
Specific	Pivotal to the school's overall performance in raising standards for all our learners but with a focus on the above groups. Outcome focused. Trends and patterns are addressed and students are supported to close the gap. This is an integral part of whole school evaluation, including the department review process.
Measurable	Reporting window data cuts throughout the academic year. Fine grade predictions used. Raising Standards Lead scrutiny of gap analysis at each reporting window. Results August 2018
Attainable	We are already reducing the gap in attainment between some of the above groups and have prioritised this in our SDP. Pupil Premium students are supported to be fully involved in all aspects of school life and make progress in line with their peers. Whole school SEND strategy to secure improved outcomes for students, including in quality first, teaching and learning support. Analysis of progress data within departments and at SLT level.
Relevant	Central to school performance.
Time-Bound	On-going and regular throughout the academic year

¹ ["Ten Steps to Equity in Education"](#) (PDF). *Oecd.org*. 19 November 2014

² School Census

ⁱ Main National Tables SFR 03/2017, 19 January 2017

ⁱⁱ Characteristics National Tables: SFR03/2017, 19 January 2017

ⁱⁱⁱ Main local authority tables: SFR03/2017, 19 January 2017

³ Strand et al (2015), English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database (EEF)

⁴ Rates of admission and detentions in Mental Health institutions are higher for Black groups than for the rest of the population (more than 3 times that of other ethnic groups). *NHS (2011). Statistics from the Count Me In Censuses, the Care Quality Commission.*

⁵ National data shows that 15 per cent of Black Caribbean men are unemployed compared to 5 per cent of their White British peers, and there is now greater disproportionality in the number of Black people in prisons in the UK than in the US. *Prison Reform Trust (2014). Race and Prisons, <http://www.prisonreformtrust.org.uk/PressPolicy/News/vw/1/ItemID/214>*