



## **Duncombe School Equality Information and Objectives**

*“We may have all come on different ships, but we’re in the same boat now.”  
Martin Luther King, Jr.*

Policy reviewed by: Kirstie Stroud

Policy Ratified: March 2016

Next statement review due (every 4 years): March 2020

Information and objectives reviewed: March 2018

Next information and objectives review due (every year): April 2019

### **EQUALITY STATEMENT**

#### **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- advance equality of opportunity
- foster good relations

#### **At Duncombe Primary School**

We try to ensure that everyone is treated fairly and respectfully.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them the same.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. These characteristics include:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

At Duncombe Primary School our approach to equality is based on the following principles:

- All learners are of equal value
- We recognise, welcome and respect diversity.
- We foster positive attitudes and relationships, and a shared sense of belonging.
- We observe good equalities practice, including staff recruitment, retention and development.
- We aim to reduce and remove existing inequalities and barriers.
- We consult and involve widely.
- We strive to ensure that society will benefit.

### Part 1: Information about the pupil population

Duncombe Primary School is a two form entry school in north Islington. Levels of SEN, FSM and ethnic minority groups are significantly high compared to national levels. Many of our pupils come from families who face significant social and/or personal challenges.

Duncombe is a flourishing and happy school with strong leadership and we strive for excellence in all areas. Our school motto is 'Success for All'. We have high aspirations and ambitions for all of our children.

Information on the pupils by protected characteristics:

Last updated: April 2017	Number of pupils	Percentage	Notes
Number of pupils on roll at the school	444	-	
Boys	222	50%	
Girls	222	50%	
Ethnic minority pupils	397	89.4%	
Children from a refugee background	2	0.5%	
<b>Religion and belief</b>			
No religion	68	15.3%	
Muslim	302	68.0%	
Christian	54	12.1%	
Other Religion	11	2.5%	
Buddhist	4	1.0%	
Hindu	2	0.5%	
Jewish	3	0.7%	

Some information in relation to protected characteristics we regard as sensitive. It is not appropriate for us to collect information from pupils or their families in relation to some protected characteristics such as gender identity and sexual orientation. However, we are aware that there may be a number of equality issues for these pupils and we are committed to understanding these.

Information on other groups of pupils:

Last updated: April 2017	Number of pupils	Percentage	Notes
Pupils eligible for Free School Meals	132	29.7%	These children receive additional funding to support their needs through the Pupil Premium.

Pupils who have been eligible for FSM in the last 6 years	205	46.2%	These children receive additional funding to support their needs through the Pupil Premium.
Pupils with English as an Additional Language	329	74.1%	
Looked After Children	2	0.5%	The school works closely with Islington Social Care to support the LAC in the school.
Other vulnerable groups	-	-	There are some families who are supported by Families First or by Children's Social Care, who we work closely with.
<b>Pupils with SEND</b>			
Duncombe Monitoring	90	20.3%	
SEN support	15	3.4%	
Statement	44	10.0%	
EHCP	12	2.7%	
Total	161	36.3%	

## Part 2: Our main equality challenges

- Attendance – High number of Persistent Absentees are white British.
- Attainment – Attainment of some ethnic groups not in-line with school or national averages, such as Turkish and white British pupils.
- Community Cohesion – Parental engagement varies across different ethnicities. British families are less involved than other ethnic communities.

Some of these challenges have been set and published as our Equality Objectives in our Equality Action Plan (part 4)

## Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in school.

Despite any disadvantages our students face, pupil progress is good to outstanding.

*'The school celebrates diversity well and ensures that everyone is included. It is a community and family school, where pupils from a wide range of cultures and faiths integrate well together.'*

(Ofsted 2012)

We are committed to working for the equality of all our pupils. We meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act.

In order to help eliminate discrimination:

- This equality statement is reviewed and updated regularly (every year for the information and at least every four years for the statement).
- We have non-discriminatory admissions arrangements and employment practices that adhere to local authority guidelines.
- The SLT ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

- We take seriously the need to consider the equality implications when we develop, adapt and review any new policies in the review of existing ones.
- We actively promote equality and diversity through the curriculum and by promoting an environment which champions respect for all.
- We record incidents of harassment of a racist, sexist or homophobic nature and have a whole-school agreed procedure for tackling such incidents. This is reinforced through our behaviour and anti-bullying policies. These policies have high expectations for good behaviour and discipline and give clarity about procedures across the school.
- We have a staff handbook and pupil codes of conduct to ensure that everyone in the school community treats each other with respect.
- We have a staff code of conduct which is reviewed each year and is shared with all staff.
- We have a complaints procedure that is available on request.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- Our Governing Body are informed each term of any equality issues through the HT's report.
- We have an Accessibility Policy that outlines the provision the school makes for pupils with special educational needs.

In order to advance equality of opportunity between different groups:

- We collect data to identify individuals and groups who are not attaining as well as others and look for patterns of underachievement across the school. Our tracking system identifies progress and attainment of different groups across the school and we look closely at groups whose achievement we are concerned about. Our tracking system incorporates reference to gender, ethnicity, EAL, SEN, PP, FSM and summer-born.
- We analyse and use data in relation to attendance, punctuality and exclusions of different groups. We have an 'Attendance Team' of staff who meet regularly to develop strategies to improve attendance of individuals and groups identified as causing concern.
- Where necessary, 'reasonable adjustments' are made to meet the needs of disabled individual to ensure that they are not put at a disadvantage to other pupils. This varies but includes additional adults provided to support pupils, as well as modification of classroom arrangements and visuals use, and allowing extra time for tasks set.
- We have developed a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events, such as International Evening, St. George's Day celebrations, workshops and assemblies covering all of our community's main religions.
- We review relevant feedback from pupil, parent and staff questionnaires and other opportunities for feedback from stakeholders (such as staff training feedback, school council feedback, parent coffee morning feedback, feedback from various meetings with governors, issues raised in Annual Reviews).

#### **Part 4: Our Equality Objectives**

- Attendance - Attendance levels for SEND and white British children to improve to 96% (to reduce the number of persistent absentees)

- Attainment - To close the gap in attainment of white British and Turkish pupils to be in line with school and above national averages.
- Community Cohesion - To increase parental engagement of British families in their child's learning and school life.

See the Equality Action Plan for detail about our Equality Objectives. This is also published as a separate document.

## Duncombe School Equality Objectives 2017

Equality Objective	Protected Characteristics	Action	Responsibility	Timescale	Success Criteria	Evidence
<u>Attendance</u> Attendance levels for SEND and white British children to improve to 96% (to reduce the number of persistent absentees)	SEND White British	Collate and analyse attendance data by groups of learners at different points in the year. Identify persistent absentees with protected characteristics. Create action plans for identified children (include HT/EWO meetings, letters, TAC meetings, Families First etc)	Head teacher Attendance Team EWO SENCO	Term on term improvements. 96% target to be met by summer 2018.	Attendance percentage for identified groups to be 96% Improved attendance of PA with SEND or white British	Attendance records on SIMS; Attendance team minutes; TAC minutes; Attendance letters; Parent meeting minutes
<u>Attainment</u> To close the gap in attainment of white British and Turkish pupils to be in line with school and above national averages.	White British Turkish	Actions set for targeted pupils in Pupil Review Meetings.	SLT Phase leaders Class teacher Intervention leads	End of 2017/18 academic year.	Attainment gap closed between Turkish and non-Turkish pupils. Attainment gap closed between white British pupils and others.	Attainment data for Turkish and white British pupils. IEPs Planning
<u>Community Cohesion</u> To increase parental engagement of British families in their child's learning and school life.	British	Teaching and administrative staff's appraisal targets for 2015-16 to improve parental engagement.	SLT Teaching staff Administrative staff	End of 2017/18 academic year.	Parents attending school events represent the school's demographic.	Registers from parent events (such as coffee mornings, parents in school days, parent meetings) Attainment data of British pupils.