



## **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: Jane Carrington

Policy Ratified: March 2016

Next statement review due (every 4 years): March 2024

Next information and objectives review due (every year): September 2021

### **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. We are 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 our children.

### **Part 2: Equality Objectives**

- Objective 1: Continue to work alongside families to reduce Persistent Absentees
- Objective 2: Continue to ensure all children progress and achieve with equality.
- Objective 3: Continue to engage families from across all ethnicities.

***See the Equality Action Plan for detail about our Equality Objectives.***

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

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 children with disabilities to ensure that they are not put at a disadvantage to other pupils.
- 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 respect the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.
- 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: Addressing Racism and Xenophobia**

Duncombe Primary School is opposed to all forms of racism and xenophobia, including those forms that are directed towards faith groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

#### **Part 5: Responsibility**

- The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented.
- The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; to incorporate principles of equality and diversity into all aspects of their work.

### Equalities Action Plan – 2019- 2020

<b>Objective</b>	<b>How it will be monitored</b>	<b>Persons Responsible</b>	<b>Timeframe</b>	<b>Success measures</b>
Attendance levels for SEND and white British children to improve to 96% (to reduce the number of persistent absentees)	<ul style="list-style-type: none"> <li>• Attendance Forum meetings</li> <li>• Weekly pastoral meetings</li> <li>• Attendance action plan</li> </ul>	<i>SLT</i>  <i>Attendance officer</i>  <i>Pastoral Lead</i>	2019 - 2020 <i>academic end</i>	<b>Attendance for all groups meets Islington Target and is above national average.</b>
To close the gap in attainment of white British and Turkish pupils to be in line with school and above national averages by July 2020.	<ul style="list-style-type: none"> <li>• SDP</li> <li>• Pupil Progress meetings</li> <li>• Pupil Interviews.</li> <li>• DATA meetings</li> </ul>	<i>SLT</i>  <i>Teachers</i>  <i>Pupils</i>	2019 - 2020 <i>academic end</i>	<b>The achievement gap is narrowed year-on-year for disadvantaged groups and is in line with Islington and National</b>
To ensure that the strategies to involve hard to reach parents in school learning and life reaches all ethnic and socioeconomic groups	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• SDP</li> <li>• Annual/Termly Planners</li> <li>• Parent Survey</li> <li>• Attendance data</li> </ul>	<i>Parents</i>  <i>SLT</i>  <i>Attendance Officer</i>  <i>Pastoral Lead</i>	2019 - 2020 <i>academic end</i>	<b>The attendance to a range of school events, both social and educational, reflects all community groups. Feedback from staff and parents shows impact of events on all groups.</b>