

Richard Cloudesley School



Equality information and objectives

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Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At **Richard Cloudesley School**:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

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)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

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

For more information please contact:

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Part 1: Information about the pupil population

Number of pupils on roll at the school: 78

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: 78

There are pupils at our school with different types of disabilities and these include:

- Physical disability;
- Visual impairment;
- Hearing impairment;
- Complex medical needs.

Ethnicity

Islington 2010 categories				
Main Categories	Micro Categories	Boys	Girls	TOTAL
White British	English Scottish Welsh Cornish	11	7	18
White Other	Gypsy / Roma Irish Albanian Serbian/Yugoslavian Traveller of Irish heritage White Eastern European White European White Western European Other White	1	1	1
Turkish	Turkish Turkish Cypriot	1	1	2
Kurdish	Kurdish		1	1
Bangladeshi	Bangladeshi	1	1	2
Other Asian & Chinese	African Asian Indian Kashmiri Nepali Pakistani: Mirpuri Pakistani: Other Sri Lankan Sinhalese	2	1	3
			1	1

	Sri Lankan Tamil			
	Chinese	1		1
	Hong Kong Chinese			
	Malaysian Chinese			
	Other Asian	1		1
Black Caribbean	Black Caribbean	1	1	2
Somali	Somali	7	4	11
Other Black African	Ghanaian			
	Nigerian		1	1
	Sierra Leonian			
	Sudanese	1		1
	Other Black African	3	3	6
Black Other	Black European		2	2
	Black North American			
	Black Other			
White & Black Caribbean	White & Black Caribbean	1		1
Mixed Ethnicity	White & Black African			
	White & Asian	1		1
	White & Chinese			
	White & Other			
	Asian & Chinese			
	Asian & Black			
	Asian & Other	1		1
	Black and Chinese			
	Black & Other			
	Chinese & Other			
Other	Other			
	Arab Other	1		1
	Egyptian			
	Filipino			
	Iranian			
	Iraqi			
	Japanese			
	Korean			
	Latin/South/Central America			
	Lebanese			
	Malay			
	Moroccan			
	Polynesian			
	Thai			
	Vietnamese			
	Yemini			
	Any Other Ethnic Group	4	3	7
Unknown	Unknown			
	Refused to Say	1		1

Religion and belief

Buddhist	1	Sikh	1
Christian	28	No religion	12
Hindu	1	Other religion	3
Jewish	1	Unknown	8
Muslim	23		

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	18	16	34	44%
Number of pupils on roll who have been eligible for free school meals in the last six years			37	47%

Pupil with Special Educational Needs (SEN)

	Number of pupils	Percentage (%) of school population
No Special Education Need		
School Action or Early Years Action		
School Action Plus or Early Years Action Plus	4	5.1%
Statement	74	94.9%

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	20	11	31	39.7%
Number of pupils who are at an early stage of English language acquisition				

Looked after children

0

Young carers

0

Other vulnerable groups

0

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 6 of this document.

The main disadvantages and inequalities that the school is aware of are:

- lack of post 19 education places;
- large proportion of families have English as a second language;
- some families struggle with care needs for their children;
- local health services are not equitable across London;
- some families have poor housing.

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 the school.

We are committed to working for the equality of all our pupils. To 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:

At Richard Cloudesley School, we have policies which demonstrate a commitment to our equalities duties as follows:

- Accessibility plan for the disabled;
- Admission arrangements;
- Monitoring exclusions;
- Recording and tackling incidents of harassment;
- Relevant staff and governor training or meetings;
- Complaints procedure;
- Non-discriminatory employment practice;
- Targeted recruitment of minority groups;
- Staff, pupil and visitor codes of conduct;
- Implementation of the London Living Wage.

Disability

Summary information:

The two school buildings are fully accessible and specially adapted to meet the needs of wheelchair users and visual and hearing impaired children and young people. The school is co-located with two mainstream schools in order to create opportunities for inclusion.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Meeting the needs of individual children and their families;
- Working in partnership with local health and social services;
- Maintaining a network of links with Islington Council, other local authorities and community groups around the needs of disabled children;
- We actively recruit staff from the local community and minority groups and provide comprehensive training packages with a focus on lifelong learning.

Foster good relations and community cohesion by:

We have strong links with a number of mainstream schools and relevant community groups. We are co-located with mainstream secondary and primary settings, plus a children's centre. The school charity, Friends of Richard Cloudesley School, organises community events for parents to create social cohesion between the different socio-economic and ethnic groups.

We have a successful volunteering partnership with Lloyds Banking Group. We also support student nurses and teachers on placement in our school, and other professionals seeking to gain a better understanding of the needs of our young people.

What has been the impact of our activities? What do we plan to do next?

Parents and families report a high level of satisfaction regarding the quality of education and support to families. Members of staff report high levels of job satisfaction and no issues in relation to bullying, racial harassment, homophobia etc...

We are committed to ensuring a wider understanding of the needs of our young people, particularly with respect to communication, creating opportunities for social inclusion and cohesion.

Ethnicity and race (including EAL learners)

Summary information:

The school has a very diverse population which we celebrate in all aspects of our work.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

We monitor the achievement of different ethnic groups and address barriers to learning. We employ members of staff from minority groups in order to ensure that we have an effective link with parents and families and that our school community is reflective of the wider community.

Foster good relations and community cohesion by:

We promote good relations and community cohesion through our SRE programme and through special events throughout the year. We ensure that images around the school reflect our ethnic diversity. We enjoy international events in collaboration with our families. We have developed an RE themed week where faith leaders from the local community spend time within school, giving pupils an opportunity to learn about religions in the local community.

What has been the impact of our activities? What do we plan to do next?

Families and members of staff report that the school provides an environment conducive to good community relations.

Gender

Summary information:

The school is committed to gender equality and we monitor outcomes for boys and girls.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

In our secondary department we run inclusive groups in order to create a positive attitude to sexuality and gender issues.

Foster good relations and community cohesion by:

We provide excellent male and female role models for our children and young people. We ensure that girls and boys have the same opportunities to take part in sport and cultural events.

What has been the impact of our activities? What do we plan to do next?

There is no significant difference in the achievement of girls and boys.

Religion and belief

Summary information:

The school has two main religious groups - Christian and Muslim.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

We celebrate significant religious festivals and fully respect religious observance and customs. Our RE themed week gives opportunities to learn about different community religions.

Foster good relations and community cohesion by:

We encourage our families to share their religion and beliefs by partaking in our celebrations. We ensure that displays within the school reflect a wide range of festivals in the religious calendar.

What has been the impact of our activities? What do we plan to do next?

The pupils in the school show respect and understanding of others' religions and beliefs.

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

- The school will promote a philosophy of inclusion with our mainstream partners in order to raise awareness of disability issues

Progress we are making on this objective:

We have strong working agreements with our mainstream partners, and our inclusion programme continues to develop. Our outreach service delivers training opportunities to all Islington mainstream schools and offers specific advice around disability awareness.

Equality objective 2:

- The school is committed to full communication for all pupils

Progress we are making on this objective:

We have invested heavily in new communication systems, including PODD and iPad technology. Training is ongoing for all staff and families. We are focused on extending communication opportunities beyond the classroom, into the homes of pupils and the wider community.