



Equality Duty Information Report and Objectives

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1. Aims

Sileby Redlands Community Primary School is committed to promoting a positive and inclusive culture in which staff and pupils are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and aim to meet our obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and Trust articles of association.

3. Leicestershire's diverse population & our school community

Leicestershire is an ethnically and culturally diverse county, benefiting greatly from close links with Leicester City, one of the most culturally diverse cities in the United Kingdom.

According to the 2011 Census, most of the county population (91 percent) belong to White ethnic groups, (including White Irish). This equates to almost 600,000 people. The next largest ethnic group in Leicestershire is Asian (6.3 percent), followed by the Mixed or Multiple Ethnic Group (1.7 percent) and Black ethnic groups (0.6 percent). The largest religious group in the county is Christian (60.3 percent), followed by Hindu (2.8 percent), Muslim (1.4 percent) and Sikh (1.2 percent). Just over a quarter of the population stated they had no religion (27.1 percent) whilst 6.5 percent did not state a religion.

In 2011, 16.2 percent of the county population considered themselves to have a condition that limited their day to day activities, higher than the rates for the East Midlands and England.

According to the 2015 Indices of Deprivation, Leicestershire is not deprived overall; the county is ranked 136th out of 152 upper tier authorities in England for Multiple Deprivation, where 1st is the most deprived. According to the LA's Deprivation Index, Sileby Redlands Community Primary School is ranked 110th out of 273 schools in the county for deprivation, with a rating score of 14.19. In all but two of the categories on the deprivation index, Redlands is considered to be more deprived than the others in the county.

The diverse population of our school

Sileby Redlands Community Primary School is a two-form entry primary school consisting of 389 children (including children in our Pre-School). It is set south of Loughborough and is a commuter village of Leicestershire. Historically, the village was built upon the factory industry and many families stayed locally post-education. Being on the border of Leicester City and Leicestershire County, the village has seen an immense amount of new housing in recent years - both primary schools in the village are experiencing rapid growth. Redlands is the preferred school of choice, with many children joining the school mid-year from out of catchment and are often transported to school via the LA taxi services. The Redlands Robins (pre-school), was launched in February 2018 and can accommodate 20 children (aged 3 or 4) of varying needs in each session. In 2019/20, the deprivation index was 0.15, indicating a lower than average level of deprivation within the local authority. There are 67 children who are entitled to the Pupil Premium Grant (17%). Redlands has a high migration rate, noting higher than average mid-year joiners each year. Children arrive from various settings across Leicestershire, Leicester City and Nottinghamshire, many with mixed standards of attainment and backgrounds – including complex social, emotional and behavioural issues. There are 58 pupils on the SEND Register (15%) – some receiving School Support for their Special Educational Needs or Disabilities (SEND); 5 pupils have an EHCP (1.3%) and a further 8 pupils have Top-Up funding (2%). All children on the SEND register have a PPP (Personalised Provision Plan). There are 6 children who are Looked After and a further 7 children who were Previously Looked After and have since been adopted.

The table below shows the demographic information for the children who attend our school, as of April 2021.

Gender	Ethnicity
Male: 197 Female: 192	Bangladeshi: 2 Indian: 2 White Asian: 5 White British: 333 White English: 2 Any Other White Background: 4 White & Black Caribbean: 8 Any Other Mixed Background: 5 Refused: 3 Information Not obtained: 22

The profile of our workforce

The information regarding the profile of the workforce has been drawn from Scholar Pack. Most of the information has been captured from an employee's application form, when they first started with the school. Depending how long an employee has worked at the school, will depend on what information was requested on their application form (i.e. historically, sexual orientation may not have been requested).

The Discovery Trust conducted an online Diversity Survey in 2020, for all staff to complete so that this information could be updated. However, the completion of the form was not compulsory and as a school we had a fairly low response with approximately 30% of staff completing the form. The new information was entered into Scholar Pack; however, the data for items such as religion and

sexual orientation indicate the information is more likely to have not been captured when an employee joined the school, rather than the staff member stating 'unknown' or 'not stated'. The table below shows the number of staff who have provided this information either via their application or completion of the Diversity Survey.

Staff Total = 55 (Male: 5/Female: 50)

Ethnicity	Religion	Disability	Relationship Status	Sexual Orientation
White British: 46 White English: 2 White & Black Caribbean: 1 Not Obtained: 1 Indian: 1 Black & any other ethnic group: 1 White Other: 2 Any Other Asian Background: 1	Christian: 5 Hindu: 1 Muslim: 1 Other: 2 Unknown: 46	Yes: 1	Cohabiting: 9 Married: 35 Not stated: 8 Single: 3	Heterosexual: 12 Not Stated: 40 Prefer Not to State: 2 Bisexual: 1

3. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct
- Our behaviour policy ensures that all children feel safe at school and our anti-bullying policy addresses prejudicial bullying
- Reporting, responding to and monitoring all discriminatory incidents
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures

The designated senior member of staff with overall responsibility for monitoring equality issues is the Headteacher.

The advisory board consider the equality implications of data reports and the policies it is responsible for reviewing.

What we did during the last year

- The Headteacher received equality training through the Discovery Trust Headteacher Network
- The PSHE and RSE Curriculums address themes such as: Anti-Bullying, Healthy Relationships, Diversity, Gender and Equality. School assemblies and special events cover all these themes and are mapped out in cohesion with worldwide religious and cultural calendar of events

- All recruitment activities adhere to strict procedures, whereby the applicant's name, gender, ethnicity, disability, religion and age are anonymous when completing the short-listing process
- Policies are reviewed and agreed by the Advisory Board and/or Trust

5. Advancing equality of opportunity

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse data on participation rates in extra curricula activities for pupils with different characteristics
- Listen to the views of parents/carers, staff and pupils

What we did during the last year

- During the recent pandemic lockdown, the school remained open to children from vulnerable backgrounds and/or provided access to a device/data card to support the imbalance of deprivation so that all children had an equal opportunity to access the full curriculum
- Additional support was given through our Pastoral Team and Family Support Worker
- Food Bank resources were provided to support families in need
- Our Family Support Worker arranged for families who are struggling financially to purchase Christmas presents for the children to receive Christmas gifts through the charity Toys on the Table
- The Trust and the local Church gifted Christmas hampers to families in need
- Catch-up programmes have been delivered to children who were identified after analysis in each year group when returning from a pandemic lockdown
- The school offered free holiday clubs to vulnerable children during mid-term holidays
- The school used the Pupil Premium Grant to help support children through interventions which are specific to children's needs, provide additional uniform, offer one club after school, additional staffing which include the Pastoral Team, discounted trips/residential
- Leicester City Football Clubs have run additional sports clubs and activities for girls and reading/comprehension interventions for vulnerable children

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/Reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to reflect on such assemblies and we also invite external speakers to contribute to our curriculum events
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

What we did during the last year

- Through our RE and British Values teaching, the children have been taught about many different faiths - we celebrated Holi with the whole school and community. The children have also been taught about Black History Month and International Women's Day, alongside other relevant celebrations in the calendar year
- In PSHE and the SRE curriculum, the children have been taught about gender identity, relationships, and families, etc
- Assembly themes are mapped out at the start of the year and incorporate a variety of topics, including religious events, Anti-Bullying, Black History Month, ASHA, etc
- Children in Need and Red Nose Day/Sports Relief are focal points for raising money for the different charities we support as a school and nation. This also helps to raise awareness of the different backgrounds of people not only in the UK, but also around the world.
- The UNICEF Rights of the Child are discussed widely with the children through PSHE, Assemblies and during discussions around behaviour

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays and is culturally appropriate
- Is accessible to pupils with disabilities/SEND needs
- Has equivalent facilities for boys and girls

8. Our equality objectives for 2021-2025

Objective 1: By 2025, train all members of staff and the advisory board on equal opportunities and non-discrimination.

Why we have chosen this objective: Due to changes to staffing and changing demographic of our community – we will ensure that we have prioritised non-discrimination and consideration of perspectives in all areas.

To achieve this objective, we plan to: CPD opportunities (materials from the Trust’s Equality group will be shared with all staff), policy review.

Progress we are making towards this objective: HT has received Equality training through the Trust, the Office Manager separates personal information from applications to ensure equality during the recruitment process. Themes of equality and identity are covered in assemblies, PSHE and RSE curriculum.

Objective 2: By 2025, increase the progress and attainment of disadvantaged pupils in line with all pupils nationally.

Why we have chosen this objective: There is an imbalance of attainment between our most vulnerable children and our non-vulnerable children.

To achieve this objective, we plan to: Provide specific and focused interventions, alongside quality first teaching to address the pupil’s needs and target any gaps in their learning.

Progress we are making towards this objective: Track the attainment of all our children and discuss each child during half termly pupil progress meetings. Plan, do and review of the children’s learning and attainment each half term.

Objective 3: By 2025, increase the representation of staff from a variety of backgrounds (either ethnicity, gender identity and or age), so that there is a variety of backgrounds represented in the school workforce.

Why we have chosen this objective: The Sibleby community is not representative of the cultural diversity of the City of Leicester and our children would benefit from learning from people from all different backgrounds.

To achieve this objective, we plan to: Bring more people into our school from a wider range of backgrounds.

Progress we are making towards this objective: The recruitment process has been modified to remove identifying features during the short-listing process.

9. Monitoring arrangements

The headteacher will update the equality information report and report progress against the equality objectives annually to the Advisory Board.

This document will be reviewed by the advisory board annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy

- Behaviour Policy
- Physical Intervention Policy
- Exclusion Policy