



# Equality Duty Information Report and Objectives

<b>Version number</b>	1.0
<b>Approved by</b>	Advisory Board
<b>Approval date</b>	April 2021 (TBC)
<b>Policy/document owner</b>	S Sadler
<b>Status</b>	Statutory
<b>Frequency of review</b>	Annual
<b>Next review date</b>	April 2022

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## 1. Aims

Woolden Hill 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, one of the most culturally diverse cities in the UK.

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 Hindus (2.8 percent), Muslims (1.4 percent) and Sikhs (1.2 percent). Just over a quarter of the population stated they had no religion (27.1 percent) while 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.

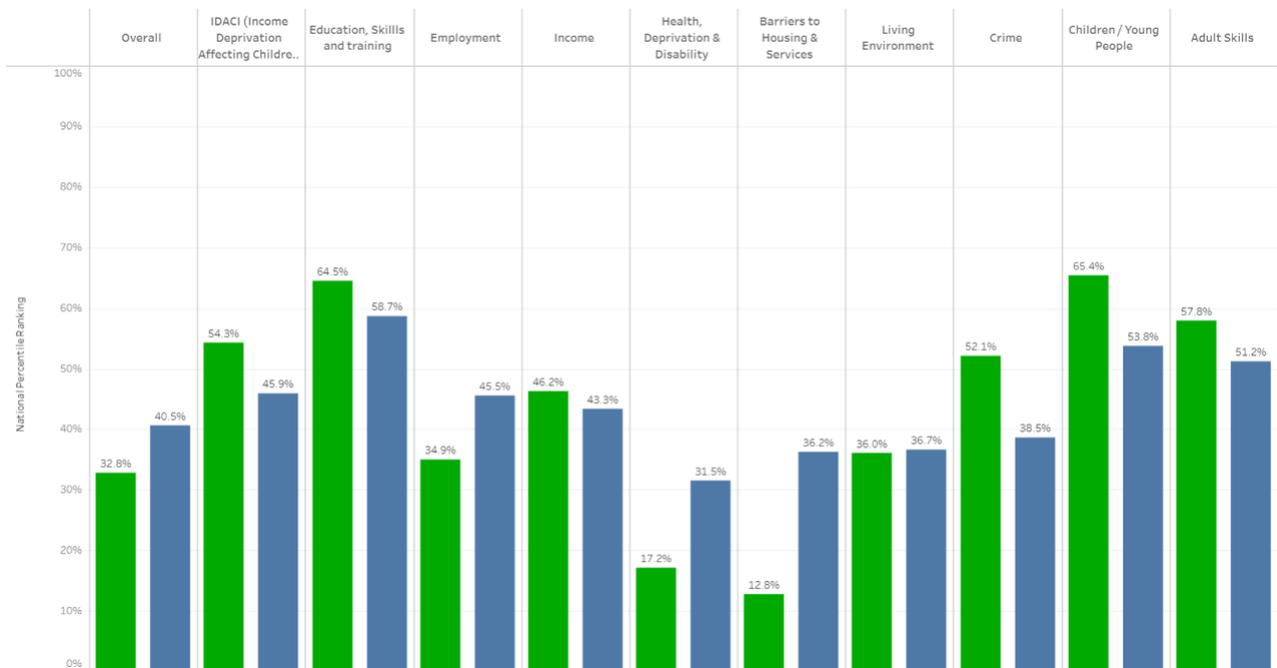
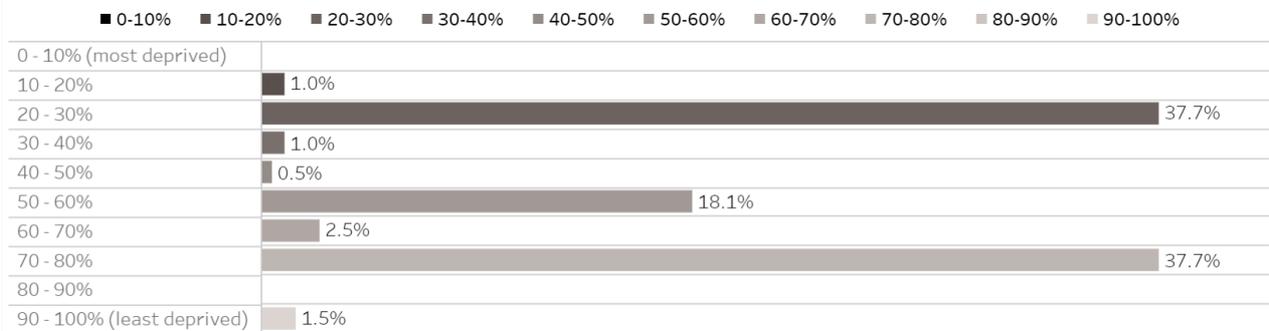
According to the 2015 Indices of Deprivation, Leicestershire is not deprived overall; the county is ranked 136th out of 152 upper tier authorities in England for Multiple Deprivation, where 1st is the most deprived.

These are the deprivation rankings for our pupils based on 2020/21 school census information:

In 2020/21 our school was 156<sup>th</sup> out of 272 primary schools for deprivation with 1<sup>st</sup> being the most deprived.

Cluster	Estab	Name	NC Year	Pupil Count	Average Score	Number of Schools	Rank
Leicestershire	8552014	Wooden Hill Primary School	Overall	204.0	12.09	272	156

### INCOME DEPRIVATION AFFECTING CHILDREN INDEX (IDACI) BANDINGS



## The diverse population of our school

Our school community has its own unique make up:

Information from the school census 2020/21

### Gender profile and demographics:

**In 2020/21  
Spring...**

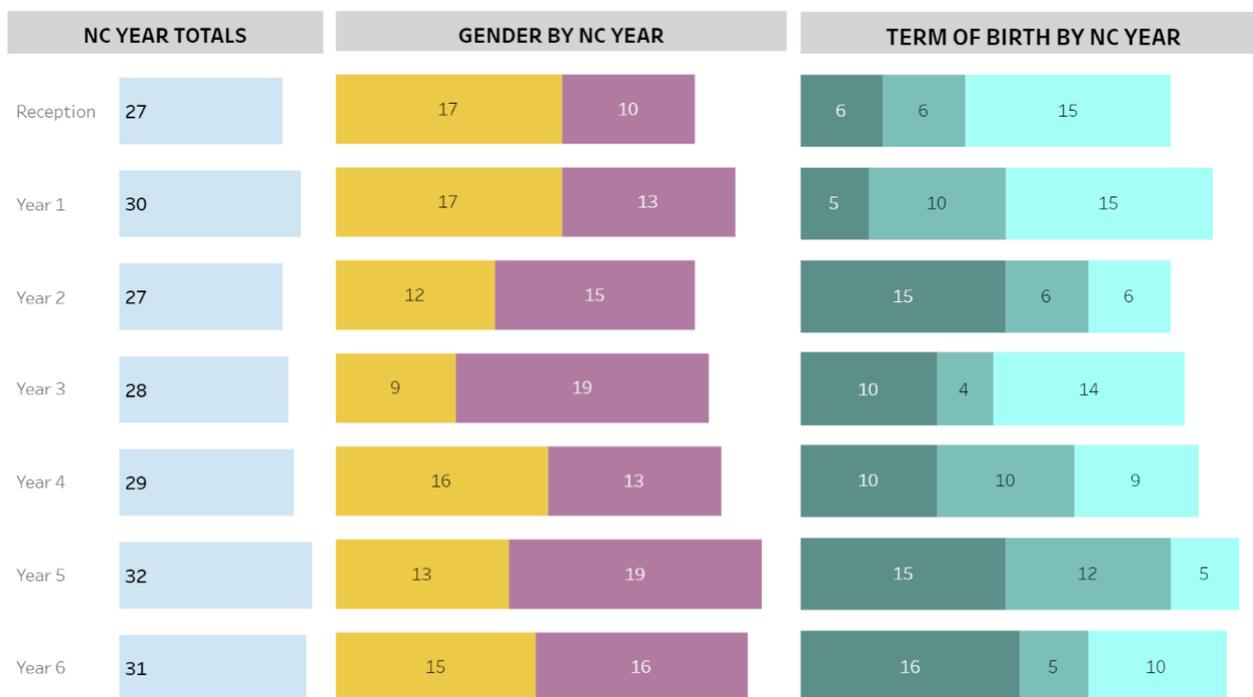
**Pupils On Roll  
204**

**Male  
99**

**Female  
105**



■ Male ■ Female ■ Autumn ■ Spring ■ Summer



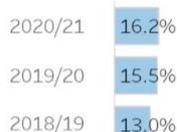
## FREE SCHOOL MEALS ELIGIBILITY (FSM)

Your Free School Meals eligibility was ...

**16.2%**



### FSM 3 YEAR TREND



## ENGLISH AS ADDITIONAL LANGUAGE (EAL)

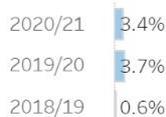
*(Please note figures are for 'compulsory aged pupils' only)*

Pupils' whose First Language is Other than English was ...

**3.4%**

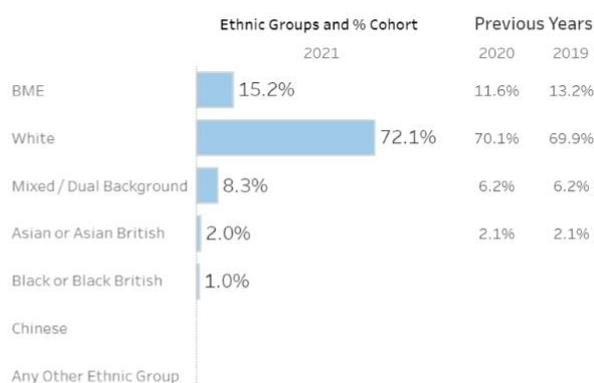


### EAL 3 YEAR TREND



## ETHNICITY

**15.2%** of 'compulsory aged pupils' are Black Minority Ethnic

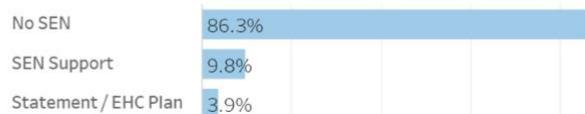


## SPECIAL EDUCATIONAL NEEDS (SEN)

Special Educational Needs



### YOU LATEST SEN BREAKDOWN - 2020/21



### Previous Years

No SEN		SEN Support		Statement / EHC Plan	
2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
88.6%	87.6%	8.8%	8.2%	2.6%	4.1%

## The profile of our workforce and the advisory board

- 95% of our workforce identify as white British
- 5% are from other ethnic backgrounds but low numbers may lead to identification of individual staff
- 80% of our workforce identify as female

## 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
- We report, respond to and monitor all discriminatory incidents

- We listen to and monitor views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of every academic year. Information is on the staff noticeboard and is an agenda item at staff meetings. Discovery policies and procedures are discussed and explained at training and staff are aware of their location on the Teams platform. School practice and curriculum expectations are also refreshed as part of this training.

The designated senior member of staff with overall responsibility for monitoring equality issues is the Executive 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**

- Reviewed the Anti-Bullying policy
- Reviewed CPOMS tabs to ensure the language used is inclusive and appropriate and covers all protected categories so that incidents can be recorded, monitored and analysed correctly and any trends can be spotted.
- Reviewed safeguarding policy
- Reviewed Accessibility Plan
- Staff have completed the GEC survey
- Adopted blind recruitment procedures to ensure recruitment practices are not discriminatory

## **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**

- Initial review of curriculum content regarding inclusion and diversity to ensure children are taught about significant individuals representing all groups with protected characteristics and to ensure all children see them represented in the curriculum we teach. To inspire all children to be ambitious and see the range of opportunities available to them.

- We revised trip planning processes and locations to consider the needs of all pupils including those with disabilities or other additional needs to ensure all children can access trips successfully.
- All teachers attended Diversity workshop led by Bennie Kara, some members of the Advisory Board attended a workshop.
- School staff have completed a survey regarding their understanding of inclusive practice which will form the basis of staff training and changes to provision moving forward. We want to ensure all staff have a secure understanding of inclusive practice in order to support each other and our school community in ensuring the best outcomes for everyone in education, wellbeing and life chances.
- The SENDCO has improved reporting of SEND provision to ensure a consistent approach and timely communication with parents to ensure all children have access to quality learning opportunities that meet their needs and is also available on the playground for discussion with parents.
- SLT has used the Catch up fund to support deprived pupils by securing devices for all of the key stage 2 pupils.
- SLT and teachers have ensured that modifications to computers have been put into place to ensure the accessibility of devices for all learners, including using accessible software.
- The SENDCO has provided equipment to support children with additional needs such as writing slopes.
- The EYFS team has established the NELI early language program helping to reduce the gaps in early literacy for EYFS pupils targeting pupil premium
- SLT has ensured that the Pupil Premium fund is allocated to families to use so that pupils have access to an after school club each week as well as for use for music lessons during the school day.
- SLT has secured a Play therapist engaged to work with pupils to support the wellbeing of identified pupils.
- The school ELSA has worked with identified pupils in school, to support wellbeing through a variety of interventions.

## **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 take a lead in such assemblies and we will also invite external speakers to contribute
- 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**

- Fostered links with charitable organizations to promote and understanding of world issues, empathy and tolerance (ASHA, UNICEF, Water Aid, World Wildlife Fund, Bumble Bee Conservation, Children's Cancer Trust and Save the Children)
- Elected ASHA ambassadors to raise the profile of our links with the charity, develop relationships with children in India and share their knowledge of children from other communities with our school to foster understanding and respect for other cultures.
- SLT delivered whole school and class assemblies to celebrate the diverse nature of our school community, Leicestershire and the wider world to develop the idea of global citizenship and educate children to be respectful of all people and understand their similarities and differences.
- Reviewed the PSHE/SRE policies and curriculums in line with new government guidance to ensure children are taught about different families structures, lifestyles and about people with protected characteristics.
- The school council members have been engaging with the Pupil Parliament and developing relationships with children from other schools who come from a range of backgrounds. This is enabling them to develop an understanding of children with different experiences from their own and to learn about and discuss issues facing children all over the world.

## **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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Our equality objectives for 2021 – 2025

**Objective 1: By 2025, reduce the gender gap in phonics pass rates so that boys perform in line with girls and both groups performing in line with National.**

**Why we have chosen this objective:** To reduce the current gap in phonics between boys and girls to ensure all pupils are reading by 6.

**To achieve this objective, we plan to:** Provide Quality First Teaching of synthetic phonics from EYFS; to ensure SALT screens identify needs within the cohort; appoint a SALT Assistant to deliver high quality intervention; to establish a pre-school on the school site to ensure early access to high quality phonics.

**Progress we are making towards this objective:** A well-established synthetic phonics system is in place (RWInc) and all staff have been trained; SALT assessments are completed at the onset of the school year to ensure pupils with needs are identified; intervention plans in place following screening to ensure gaps are being closed; early referrals to EPIC SALT team for children with additional needs.

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

**Why we have chosen this objective:** to close the gap between disadvantaged and non-disadvantaged and to ensure that the COVID lockdown does not widen the gaps for this group of pupils.

**To achieve this objective, we plan to:** Use Century Maths, Spelling and reading as interventions and in class based learning; daily reading sessions for all PP pupils; targeted intervention for year 5 to prepare for year 6; maths interventions for year 3 and 4 to ensure that they are able to pass the times table check in year 4; phonics interventions; colourful semantics and Fresh Start interventions; Zones of Regulation to support well-being; ensure that all pupils have access to their own device in key stage 2, with iPads and laptops available to KS1.

**Progress we are making towards this objective:** We have established Century Maths for all of key stage 2 with maths becoming more secure and reading and spelling at the developing stage. We have trained staff in Colourful Semantics, Fresh Start and Zones of Regulation. Risk Mitigation plan in place for year 5 to prepare for year 6. Lead Teacher from the trust to support with maths in year 3 and 4. All of KS2 have their own device, with 3 iPads and 15 laptops for KS1 and EYFS.

**Objective 3: By 2025, consider working arrangements and recruitment options to support a wider talent pool and ensure equity in the school workforce.**

**Why we have chosen this objective:** To ensure that the school workforce is diverse and that

**To achieve this objective, we plan to:** ensure that all job adverts include a diversity statement; to ensure that the recruitment process is a blind process; to complete reviews with staff to ensure that all members of the workforce have the opportunity to discuss their roles; to enable staff to have a flexible working pattern if required; to ensure that all staff and members of the Advisory Board complete diversity training.

**Progress we are making towards this objective:** all teachers and some members of the Advisory Board have completed Diversity training; all recruitment processes since January 2021 have been blind; staff reviews have taken place with staff identifying roles and training needs.

## 9. Monitoring arrangements

The Executive 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
- Educational Visits Policy
- RSE policy
- Curriculum policy
- Equality Strategy
- Recruitment policy
- Assessment policy