



Danemill
Primary School
Only the best is good enough.

Equality Duty Information Report and Objectives

Version number	1.0
Approved by	Advisory Board
Approval date	23rd April 2021
Policy/document owner	
Status	Statutory
Frequency of review	Annual
Next review date	23rd April 2022

Contents

1. Aims	3
2. Legislation and guidance	3
3. Leicestershire's diverse population & our school community	3
3. Eliminating discrimination	4
5. Advancing equality of opportunity	5
6. Fostering good relations	6
7. Equality considerations in decision-making	6
8. Our equality objectives for 2021 - 2024	7
9. Monitoring arrangements	7
10. Links with other policies	7

1. Aims

Danemill 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.

The diverse population of our school

Danemill is part of Discovery Schools Multi Academy Trust (DSAT). The Trust consists of thirteen schools who work closely in partnership together for the benefit of all of our children. We also enjoy working in partnership with the Affinity Teaching School Alliance and our local Family of Schools.

Some of our children (4%) are part of the local traveller community which is actively transient at different points within the year. We have close links with Traveller Education who support us with communication and access to education.

A summary analysis of deprivation across Leicestershire schools indicates that Danemill is below in four of the ten deprivation measures as follows; Education, Skills and Training; Health, Deprivation and Disability; Children/Young People and Adult Skills.

We have 14.95% of pupils with Special Educational Needs (up by 2% since September 2020), 11 of these have an EHCP (up by 4 since September 2020). There are 12 children with top funding (up 2), 1 is awaiting submission.

The current percentage of free school meals is 21.8% (up 7.8% since Sept 20) with 'Ever 6 being 23.3% (up 6.3% since Sept 20). The increase in FSMs is a result of changing demographic of our local area. We also have to support families facing poverty that do not qualify for FSM through the use of uniform donation and access to food banks.

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.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- 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

We reviewed the following policies:

- *Anti-Bullying Policy*
- *Child Protection Policy*
- *Behaviour Policy*
- *Charging & Remission*
- *Pupil Premium*
- *SEND Policy*

- *Looked After Children*
- *Sports Funding*
- *Staff Wellbeing Action Plan*

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

- The school analysed summative & formative assessments to establish exactly where the gaps in their learning were. This was followed by bespoke intervention plans for each child or group of children.
- School has also recognised the impact on our pupils, parents & our community of the pandemic. Our “disadvantaged” pupils have increased ~ families that would have been considered not vulnerable prior to the pandemic are now showing as vulnerable.
- School has also analysed exactly who accessed the online learning & who didn’t. Our attention has been on these pupils to ensure that they receive a suitable catch-up programme
- School has employed 2 Pupil Premium Intervention support staff. These members of staff are responsible for delivering interventions that are planned to close any gaps in pupil’s learning.
- School has employed a SALT assistant to support pupils across the school with their speech & language which has been identified based on SALT screeners completed.
- We have completed interventions with Maths and Literacy Lead Professionals for Greater Depth pupils in Writing and Maths to support them to achieve their potential targets.
- We employed a SEND sports coach to work on specific skills with our SEND and Pupil Premium children.
- We employed a Wellbeing LSA to work with children on social, emotional and mental health interventions. They worked with specific children 1:1 or in small groups on a bespoke set of interventions with strict entry and exit criteria.
- We employed a Traveller Family Liaison Officer to work with our travelling community on improving attendance and achievement.

- We reviewed our curriculum to ensure that events and people from all cultures are in our curriculum and celebrated. We revisit this termly to ensure equality and diversity is included in every topic.

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

- We have developed a new Relationship & Sex Education Policy.
- We have reviewed our PSHE curriculum to ensure that it includes statutory content.
- We are phasing in implementation of our RSE work during this year ready for full implementation by the required date of 2021.

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 - 2024

Objective 1: *By 2024, have a fully reviewed and implemented curriculum, ensuring representation of diversity.*

Why we have chosen this objective:

To achieve this objective, we plan to:

Review our curriculum as a staff and include representations of diversity within.

Implementation and following review.

Progress we are making towards this objective:

Objective 2: *By 2024, increase the progress and attainment of disadvantaged pupils in line with all pupils nationally.*

Why we have chosen this objective:

To achieve this objective we plan to:

Continue employment of Pupil Premium LSAs to implement interventions which focus on diminishing the difference.

Progress we are making towards this objective:

Objective 3: *By 2024, link with groups from all faiths and communities to ensure that our children have a rich and varied curriculum.*

Why we have chosen this objective:

To achieve this objective we plan to:

Make links with groups from all faiths and communities.

Interwine these with our curriculum.

Progress we are making towards this objective:

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

- Educational Visits Policy