



**Danemill**  
Primary School

Learn, Grow and Succeed Together

## Equality Duty Information Report and Objectives

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## 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 2021 Census, most of the county population (88 percent) belong to White ethnic groups, (including White Irish). This equates just over 600,000 people. The next largest ethnic group in Leicestershire is Asian (8.2 percent), followed by the Mixed or Multiple Ethnic Group (2.2 percent) and Black ethnic groups (1.1 percent); The largest religious group in the county is Christian (45.7 percent), followed by Hindus (3.7 percent), Muslims (2.3 percent) and Sikhs (1.7 percent). Just over a quarter of the population stated they had no religion (40.3 percent) while 5.5 percent did not state a religion.

In 2021, 16.5 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.

In 2024/2025 our school was ranked 108<sup>th</sup> out of 275 primary schools for deprivation with 1st being the most deprived.

# Deprivation Summary Analysis by National Curriculum Year Group (NCY) Primary School Phase - Autumn 2024/25



Analysis for Selection: Enderby Danemill Primary School (8552141)

- The NCY group refers to the year in which a pupil is taught.
  - The higher the ranking the least deprived the establishment is - eg. Rank 1 shows the most deprived school.
  - The number of schools in Leicestershire only include Primary and Secondary schools.
- Data sources: School Census Submissions and English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

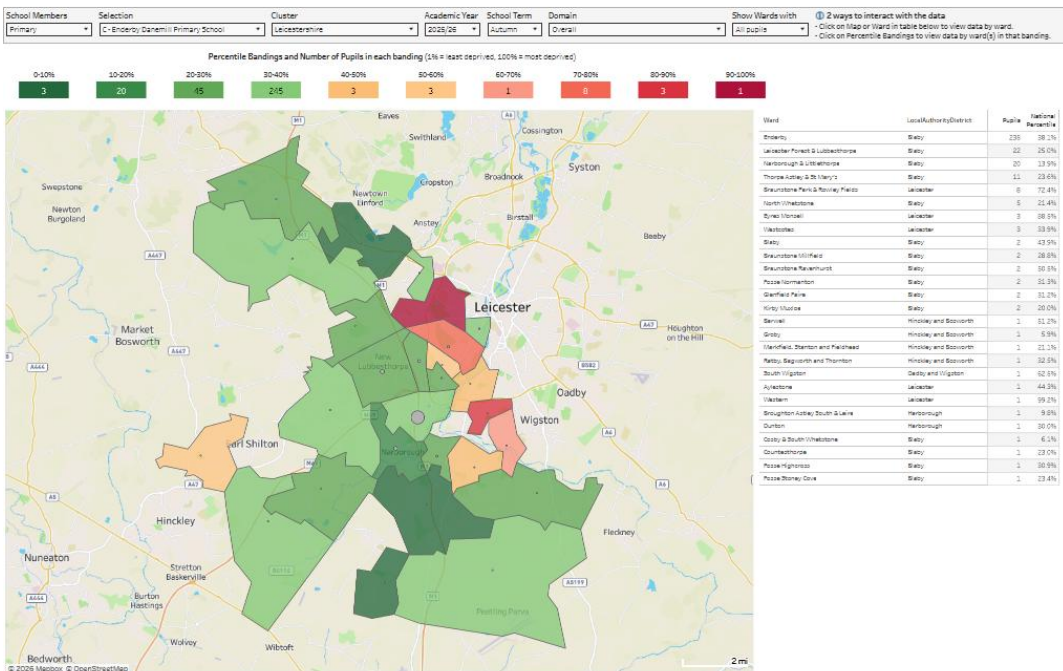
School Type	Selection	Cluster	Academic Year	School Term	Highlighting shows whether the School score is above or below Leicestershire. Green shows score below or equal to Leicestershire. Red shows score above Leicestershire.					
Primary	C - Enderby Danemill Primary Sch...	Leicestershire	2024/25	Autumn						
Domain		National Curriculum Year								
		Overall	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Overall	Average Score	13.83	13.20	12.76	12.00	16.22	14.36	13.99	13.81	
	Rank	108	89	104	122	46	69	80	90	
IDACI (Income Deprivation Affecting Children)	Average Score	0.12	0.11	0.11	0.10	0.13	0.12	0.12	0.12	
	Rank	101	92	88	120	55	75	80	79	
Education, Skills and training	Average Score	21.57	21.11	20.37	18.97	24.33	22.64	21.35	21.63	
	Rank	97	76	82	92	49	65	70	74	
Employment	Average Score	0.07	0.07	0.07	0.06	0.08	0.07	0.07	0.07	
	Rank	109	85	100	119	58	67	78	83	
Income	Average Score	0.09	0.09	0.09	0.08	0.10	0.09	0.09	0.09	
	Rank	93	80	85	119	46	61	70	78	
Health, Deprivation & Disability	Average Score	-0.42	-0.46	-0.52	-0.51	-0.33	-0.38	-0.39	-0.39	
	Rank	132	107	121	120	86	91	96	94	
Barriers to Housing & Services	Average Score	13.87	13.97	11.83	14.58	14.75	13.30	15.51	12.97	
	Rank	211	166	196	157	152	179	132	177	
Living Environment	Average Score	18.93	18.38	20.19	19.73	20.85	18.51	16.58	19.12	
	Rank	51	53	43	43	41	55	66	54	
Crime	Average Score	-0.50	-0.51	-0.56	-0.63	-0.42	-0.47	-0.47	-0.44	
	Rank	191	149	158	180	123	141	137	135	
Children / Young People	Average Score	0.30	0.28	0.30	0.19	0.42	0.35	0.24	0.33	
	Rank	66	59	52	73	38	47	64	47	
Adult Skills	Average Score	0.31	0.31	0.29	0.30	0.32	0.31	0.31	0.31	
	Rank	101	74	95	95	65	75	76	89	
Pupil numbers for Overall and NCY		350	44	46	41	47	57	61	54	
Total number of Leicestershire schools		275	224	223	223	222	221	219	220	

## Index of Multiple Deprivation (IMD) Map - Primary School Phase - Autumn 2025/26

Analysis for Selection: Enderby Danemill Primary School (8552141)

Domain: Overall

Data sources: School Census Submissions and English Indices of Deprivation 2023 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2023>



## The diverse population of our school

Our school community has its own unique make up:

### School Census Infographics: 2025/26 Autumn

Selection: Enderby Danemill Primary School (8552141)

Cluster

Leicestershire



Selected Establishment

C - Enderby Danemill Primary School

School Phase

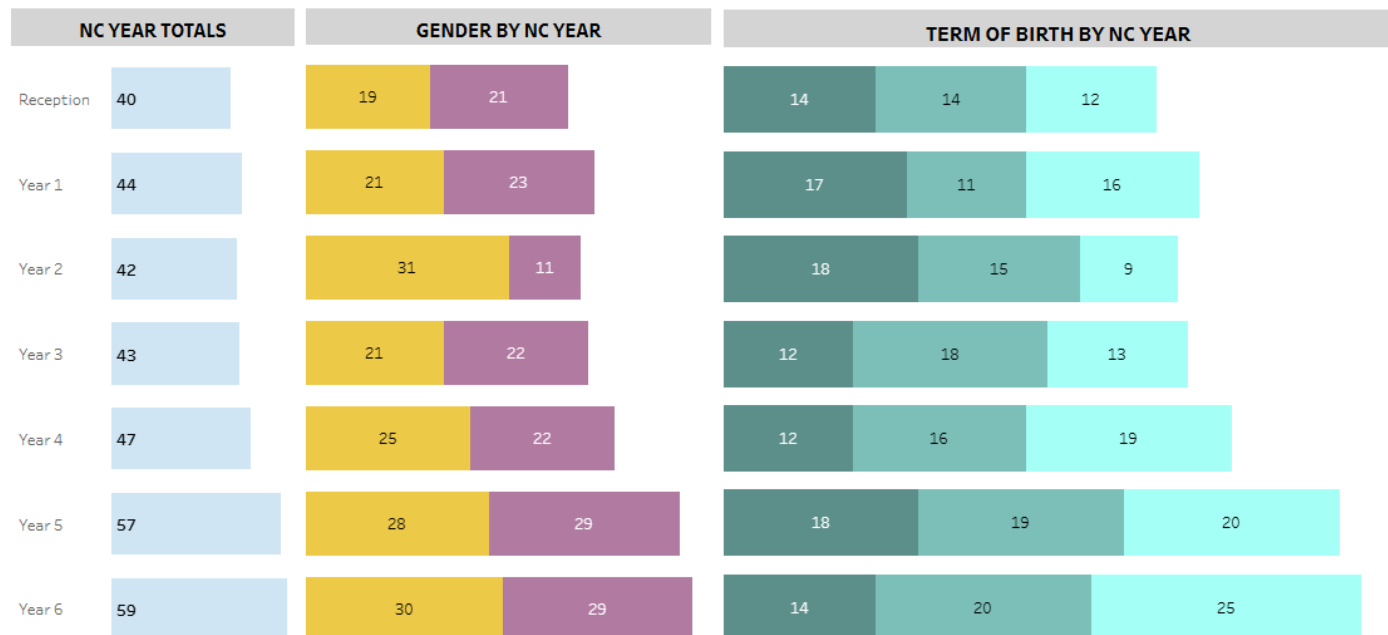
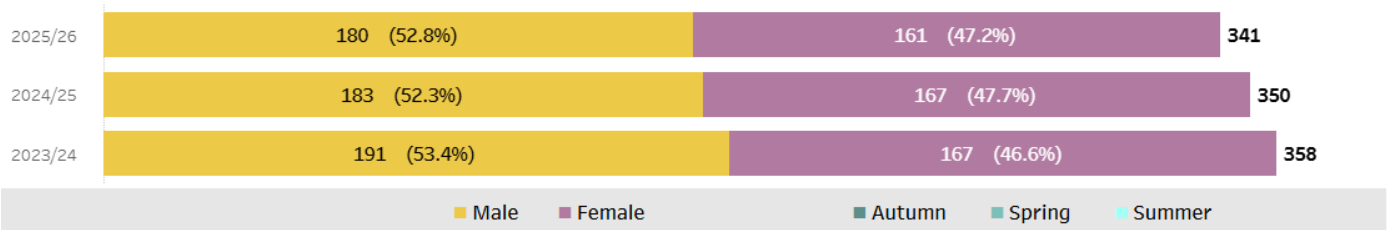
Primary

In 2025/26  
Autumn...

Pupils On Roll  
**341**

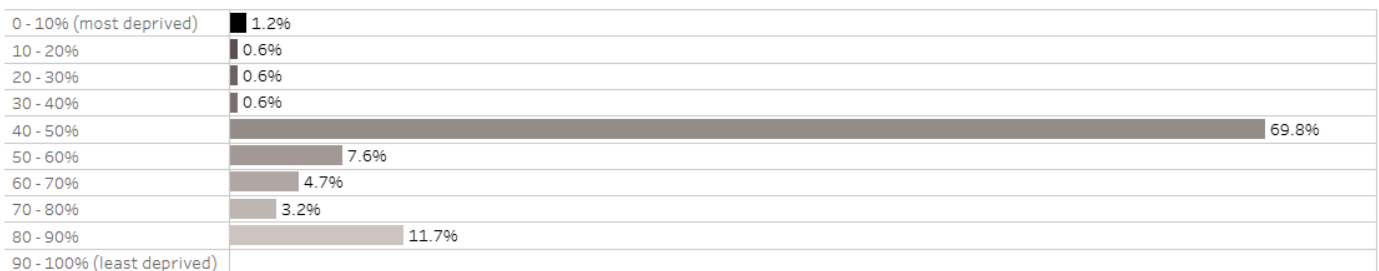
Male  
**180**

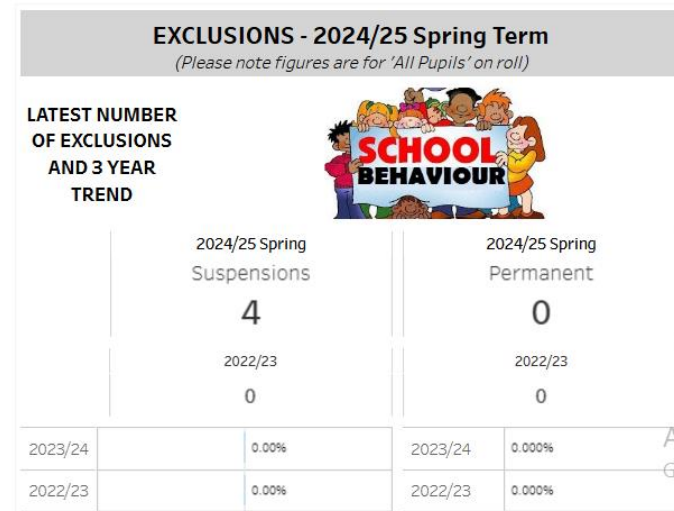
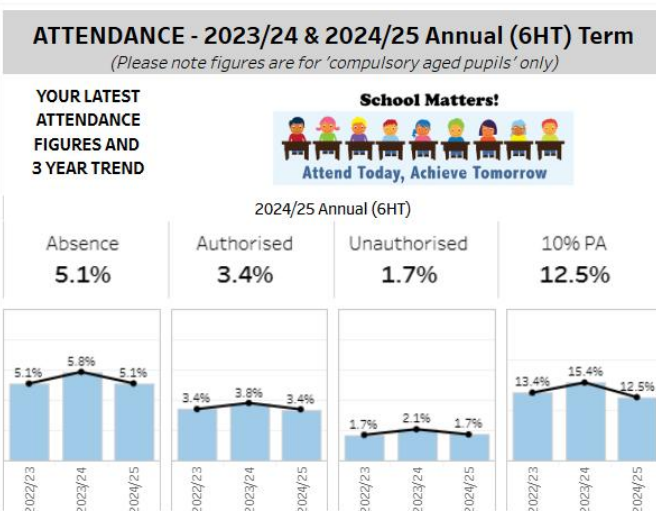
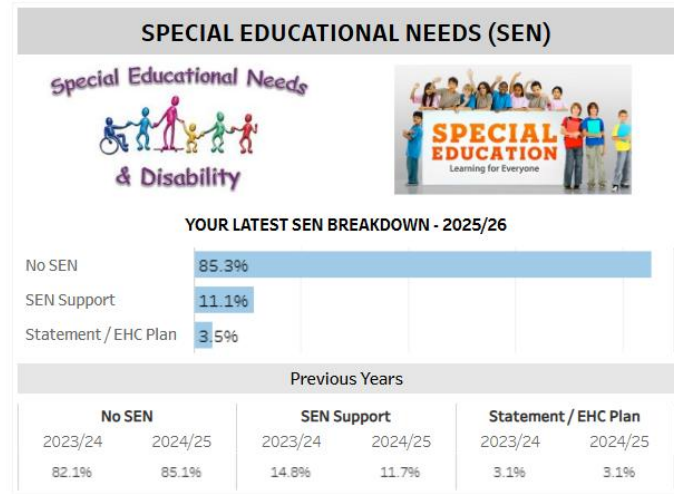
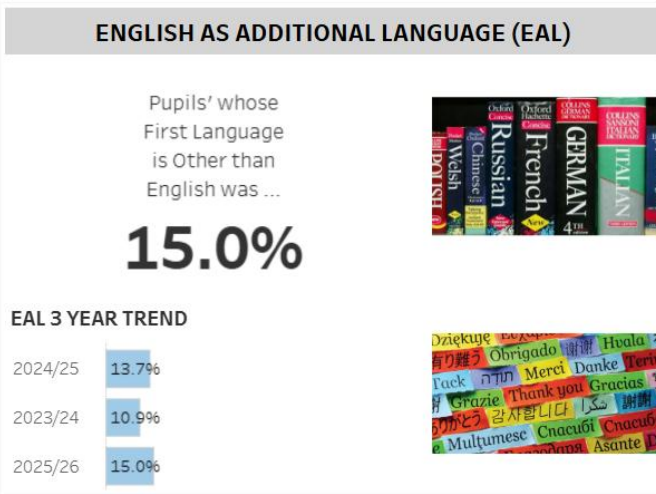
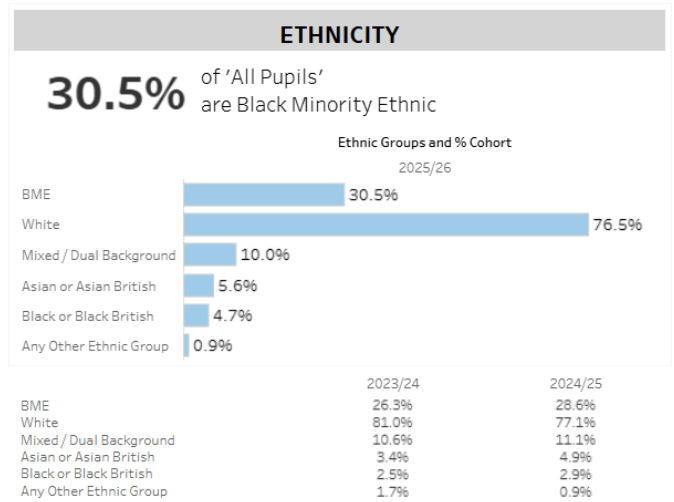
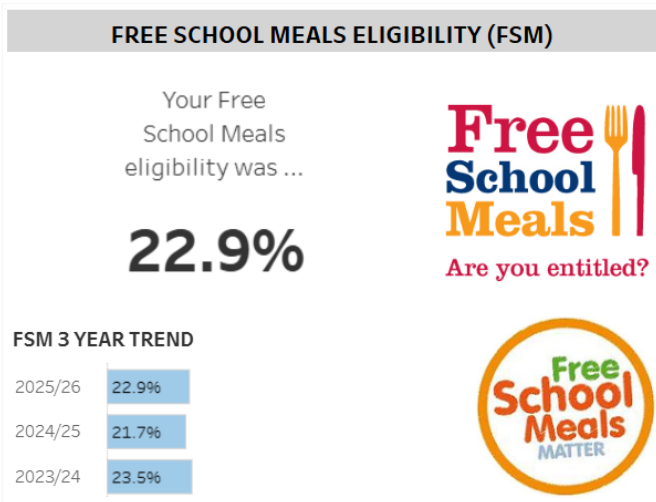
Female  
**161**



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

0-10% 10-20% 20-30% 30-40% 40-50% 50-60% 60-70% 70-80% 80-90% 90-100%





Some of our children (3.5%) are part of the local traveller community which is actively transient at different points within the year.

A summary analysis of deprivation across Leicestershire schools indicates that Danemill is below in four of the ten deprivation measures as follows; IDACI, Employment, Income, Children/Young People and Adult Skills.

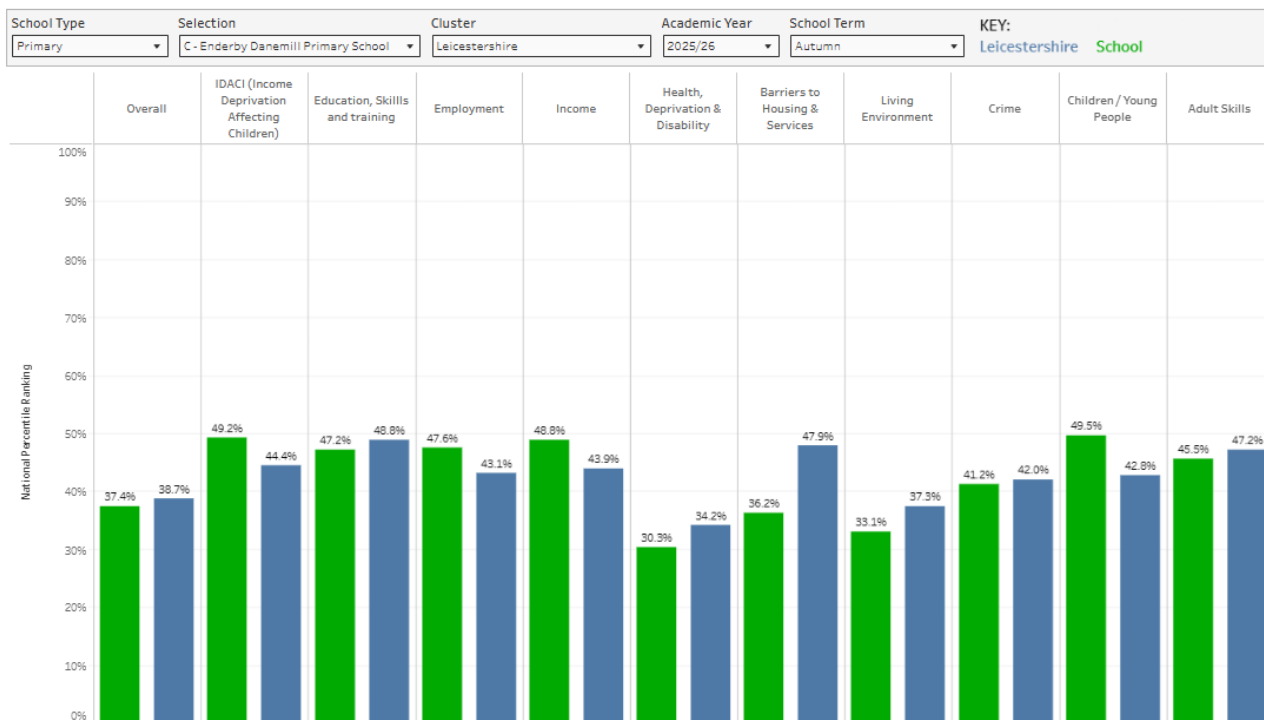
### Indicies of Deprivation National Percentile Rankings

Primary School Phase - Autumn 2025/26

Analysis for Selection: Enderby Danemill Primary School (8552141)

Percentile rankings overall and for the component domains when compared to all Lower Super Output Areas (LSOAs) nationally - (1% = least deprived, 100% = most deprived). This places the overall IMD, domain data and sub-domain data for each school and local authority in a national context (based on LSOAs nationally rather than schools nationally).

Data sources: School Census Submissions and English Indices of Deprivation 2025 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025>



### Profile of our workforce and 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
- 87% of our workforce identify as female

#### Advisory Board

33% Non-White British	66% White British
66% Male	33% Female

## 4. 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**

- Reviewed the Anti-Bullying Policy and the Behaviour Policy to ensure that language is inclusive and appropriate
- 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
- Continued with 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
- Ensure that the school is accessible for able and non-able children/parents and staff

### **What we did during the last year**

- 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.
- Continued to employ a Wellbeing LSA to work with children on social, emotional and mental health interventions.
- Our Attendance officer ensures the tracking of all groups of children. This allows for detailed analysis and targeted intervention.
- Our website has an option for parents to choose the language they want the site to be

translated into.

- 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**

- Reviewed the RSE/PSHE 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 openly and outwardly celebrates the diverse nature of the school's local community, the city of Leicester and Leicestershire, nationally and globally.
- Continued to incorporate the Lyfta Programme into our Key stage 1 and 2 classes. The programme exposes the children to over 60 story worlds where they get to experience different perspectives.
- Our Year 5 pupils have been part of student leadership and have attended leadership days to focus on sustainability. Pupils attended an Inspiring Leaders training day at Nottingham Trent University. Pupils worked with children from many different ethnic backgrounds across Leicestershire and Nottinghamshire.

## 6. 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.

## 7. Our equality objectives for 2024 – 2028

These specific objectives will last for 4 years but progress against specific action points will be made every 12 months and the objectives altered if this is appropriate.

**Objective 1: *By 2028, ensure all curriculum subjects fully reflect our diverse population and contributions from people from diverse backgrounds are recognised.***

**Why we have chosen this objective:**

To ensure that the children and staff in our school are represented in the curriculum we teach and that they are fully aware of the diverse makeup of society. To ensure that staff and children are proud of their heritage and know that they can be successful in a variety of fields.

**To achieve this objective, we plan to:**

- Review our curriculum as a staff and include representations of diversity within.
- Increase BAME voices/perspectives within lesson content.
- Identify staff training needs so that staff feel confident about teaching challenging decolonial content.
- Use Lyfta time (20 mins a week across KS1 and KS2) – this will expose the children to a range of differences from around the world and galvanise quality discussion.

**Objective 2: *By 2028, increase the progress and attainment of disadvantaged pupils in line with all pupils nationally.***

**Why we have chosen this objective:**

Data analysis shows there is a significant difference between the percentage of disadvantaged children and non-disadvantaged children achieving the national standard in reading, writing and maths. This difference is significant in every year group across the school.

**To achieve this objective we plan to:**

- Continue employment of Pupil Premium LSA to implement interventions which focus on diminishing the difference.
- Carry out rigorous moderation to ensure teacher assessments are accurate.
- Focus specifically on PP children during pupil progress meetings.

**Objective 3: *By 2028, all staff and children will understand the needs and rights of people with protected characteristics and use appropriate language.***

**Why we have chosen this objective:**

Recent discussions have revealed that staff would like more training to understand the different protected characteristics and more awareness of the appropriate language to use in each case. These discussions also revealed that most staff were unaware of relevant policies or practices within the trust.

**To achieve this objective we plan to:**

- Use information from the Global Equality Collective and other relevant organisations to develop a training package for each of the protected characteristics that can be delivered to staff.
- To review the list of recommended policies to ensure all are in place and do not discriminate against any groups.
- To ensure the school website, Twitter feed and promotional materials are fully reflective of our community and promote and celebrate the work we are doing.
- To utilise 'No Outsiders' to expose children to explicit discussion surrounding the protected characteristics.

## **8. 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.

## **9. 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







