



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	January 2024
Policy/document owner	Headteacher
Status	Statutory
Frequency of review	Annual
Next review date	January 2025

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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 2023/2024 our school was ranked 118th out of 275 primary schools for deprivation with 1st being the most deprived.

Primary School Phase - Autumn 2023/24

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 Members	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 Prim...	Leicestershire	2023/24	Autumn	

Domain		National Curriculum Year							
		Overall	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall	Average Score	13.71	13.04	13.13	15.17	14.33	12.99	13.26	13.99
	Rank	118	97	97	67	74	104	101	86
IDACI (Income Deprivation Affecting Children)	Average Score	0.11	0.12	0.11	0.13	0.12	0.11	0.11	0.12
	Rank	110	86	100	69	77	101	99	78
Education, Skills and training	Average Score	21.45	20.75	20.14	23.29	22.26	20.27	20.87	22.44
	Rank	95	78	80	61	70	80	78	65
Employment	Average Score	0.07	0.07	0.07	0.08	0.07	0.07	0.07	0.07
	Rank	111	97	98	68	70	94	93	77
Income	Average Score	0.09	0.09	0.08	0.10	0.09	0.08	0.08	0.09
	Rank	100	84	97	56	65	97	90	69
Health, Deprivation & Disability	Average Score	-0.43	-0.49	-0.45	-0.37	-0.40	-0.46	-0.42	-0.43
	Rank	138	115	106	92	96	104	100	102
Barriers to Housing & Services	Average Score	14.12	12.07	14.77	14.06	14.58	16.23	13.90	12.84
	Rank	207	190	154	162	150	121	159	179
Living Environment	Average Score	18.93	20.00	20.54	20.53	18.58	17.22	18.09	18.43
	Rank	53	46	39	43	55	63	55	47
Crime	Average Score	-0.49	-0.56	-0.57	-0.43	-0.46	-0.54	-0.46	-0.45
	Rank	191	162	169	130	141	148	133	135
Children / Young People	Average Score	0.30	0.32	0.24	0.40	0.32	0.23	0.28	0.33
	Rank	64	51	65	41	52	67	58	48
Adult Skills	Average Score	0.31	0.30	0.30	0.31	0.31	0.31	0.30	0.31
	Rank	104	89	83	80	73	77	89	73
Pupil numbers for Overall and NCY		358	43	43	48	56	57	57	54
Total number of Leicestershire schools		275	223	222	222	221	220	219	220

Index of Multiple Deprivation (IMD) Map - Primary School Phase - Autumn 2023/24

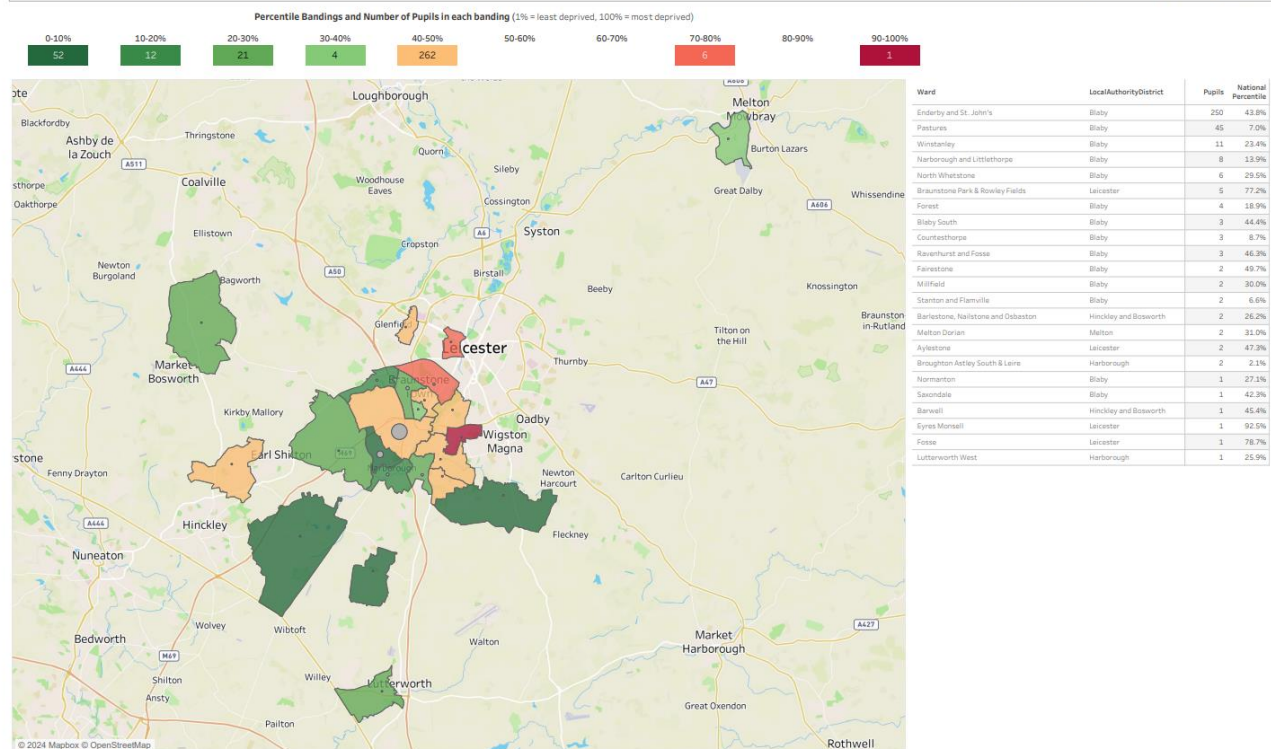
Analysis for Selection: Enderby Danemill Primary School (8552141)

Domain: Overall

Data sources: School Census Submissions and English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>



School Members	Selection	Cluster	Academic Year	School Term	Domain	Show Wards with All pupils	2 ways to interact with the data - Click on Map or Ward in table below to view data by ward. - Click on Percentile Bandings to view data by ward(s) in that banding.
Primary	C - Enderby Danemill Primary School	All	All	All	Overall		



The diverse population of our school

Our school community has its own unique make up:

School Census Infographics: 2023/24 Autumn

Selection: Enderby Danemill Primary School (8552141)



Selected Establishment

C - Enderby Danemill Primary School

School Phase

Primary

In 2023/24
Autumn...

Pupils On Roll
358

Male
191

Female
167



Male

Female

Autumn

Spring

Summer

NC YEAR TOTALS

Reception

43

GENDER BY NC YEAR

30

13

TERM OF BIRTH BY NC YEAR

20

15

8

Year 1

43

19

24

14

17

12

Year 2

48

25

23

14

16

18

Year 3

56

27

29

18

19

19

Year 4

57

28

29

14

18

25

Year 5

57

29

28

18

20

19

Year 6

54

33

21

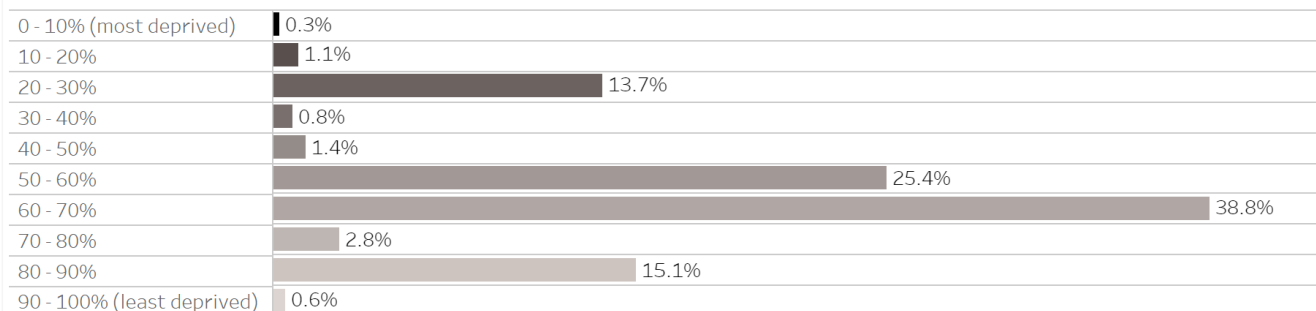
22

10

22

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%



School Census Infographics: 2023/24 Autumn

Selection: Enderby Danemill Primary School (8552141)



FREE SCHOOL MEALS ELIGIBILITY (FSM)

Your Free School Meals eligibility was ...

23.5%



FSM 3 YEAR TREND

2023/24	23.5%
2022/23	20.4%
2021/22	20.9%

ETHNICITY

22.9% of 'All Pupils' are Black Minority Ethnic

Ethnic Groups and % Cohort
2023/24

BME	22.9%
White	80.2%
Mixed / Dual Background	10.3%
Asian or Asian British	1.7%
Black or Black British	1.7%
Any Other Ethnic Group	1.4%

BME	2022/23
White	22.6%
Mixed / Dual Background	81.7%
Asian or Asian British	9.1%
Black or Black British	3.2%
Any Other Ethnic Group	1.3%
	1.1%

ENGLISH AS ADDITIONAL LANGUAGE (EAL)

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

10.9%



EAL 3 YEAR TREND

2023/24	10.9%
2022/23	7.0%
2021/22	5.7%



SPECIAL EDUCATIONAL NEEDS (SEN)

Special Educational Needs



& Disability



YOU LATEST SEN BREAKDOWN - 2023/24

No SEN	82.1%
SEN Support	14.8%
Statement / EHC Plan	3.1%

Previous Years

No SEN	SEN Support	Statement / EHC Plan
2022/23	2022/23	2022/23
82.8%	13.4%	3.8%
2021/22	2021/22	2021/22
83.5%	14.2%	2.3%

ATTENDANCE - 2022/23 Annual (6HT) Term

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

YOUR LATEST ATTENDANCE FIGURES AND 3 YEAR TREND

School Matters!



2022/23 Annual (6HT)

Absence	Authorised	Unauthorised	10% PA
5.1%	3.4%	1.7%	13.4%



EXCLUSIONS - 2022/23 Spring Term

(Please note figures are for 'All Pupils' on roll)

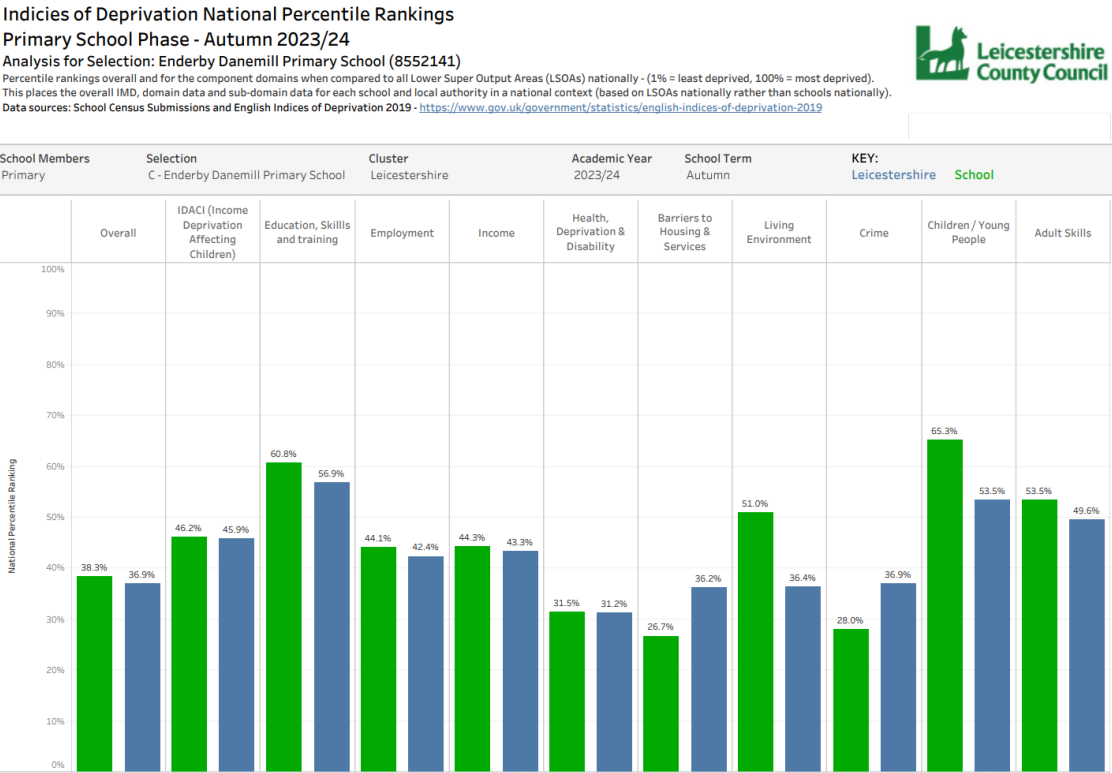
LATEST NUMBER OF EXCLUSIONS AND 3 YEAR TREND



	2022/23 Spring Fixed Term	2022/23 Spring Permanent
	0	0
2020/21	0	0
2022/23	0.00%	0.000%
2021/22	1.30%	0.000%
2020/21	0.00%	0.000%

Some of our children (2.6%) 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 eight of the ten deprivation measures as follows; IDACI, Education, Employment, Income, Living Environment, Health, Deprivation and Disability; Children/Young People and Adult Skills.



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
50% Male	50% 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
- Adopted anonymous recruitment procedures to ensure that recruitment practices are not discriminatory and eliminates any bias towards the applicants
-

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.
- Employed a Pupil Premium Intervention colleague. This member of staff is responsible for delivering interventions that are planned to close any gaps in pupil's learning.
- 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.

- School staff completed a survey (via the GEC) 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 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 to
- 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.
- Began 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.

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 'Picture News' 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

