



Equality Duty Information Report and Objectives

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1. Aims

Leighfield 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.

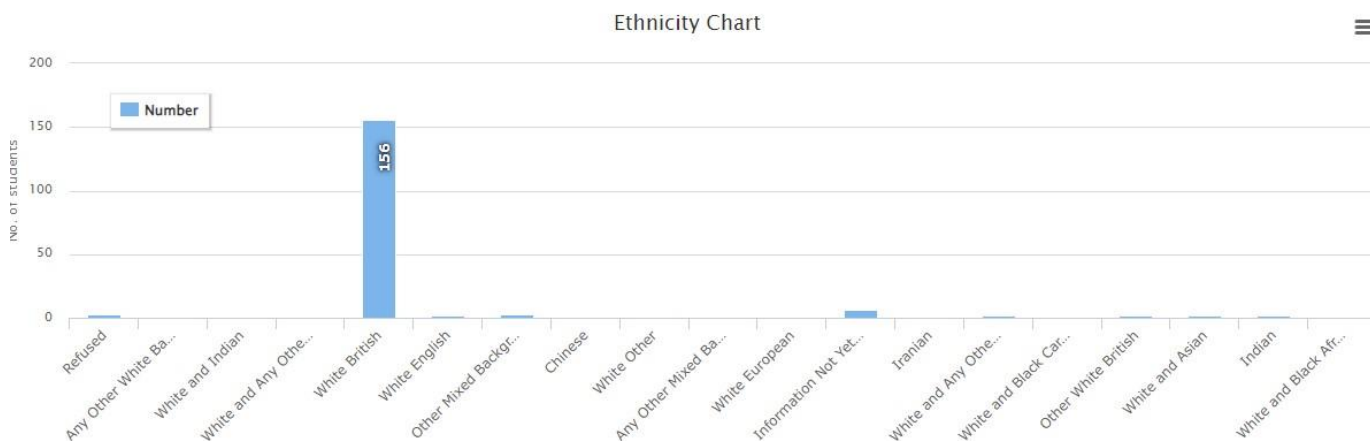
3. Rutland's population & our school community

The population of our school

Our school community has its own unique make up:

At Leighfield, we have 52% of our pupils who are girls and 48% who are boys.
97% of our pupil population have English as their first language, while 1% have Arabic at their first language.

The chart below shows the ethnicity of our pupils.



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 year.

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 SEND policy*
- Established effective partnership with Education Inclusion Team
- Delivered staff CPD on being an 'Anti Racist' school during INSET
- Developed Curriculum to ensure that diversity was integrated into the Curriculum.
- Developed the school environment to ensure representation and diversity.
- Ensured that the books within our school represented different religions, ethnicities, etc from around the World.
- Ensured that the UN Global Goals were embedded within our Curriculum.

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)
- Listen to the views of parents/carers, staff and pupils

What we did during the last year

- Analysed attainment data showing how pupils with different characteristics performed which informed school improvement planning.
- Regular analysis of bullying incidents recorded on CPOMS.

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.
- 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 runs forest school nurture groups that can help resolve any potential conflict. 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

- Monitor and evaluate the PSHE Curriculum using PSHE Association resources.
- Reviewed our RE curriculum learning journey
- Created a calendar of World religious and cultural events throughout the year.
- Reviewed our assemblies to ensure we were discussing relevant World issues.
- Staff training on Diversity.

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 2023, reduce the gender gap in writing so that boys perform in line with girls and both groups performing in line with National.*

Why we have chosen this objective:

- Current and previous data shows that girls out perform boys in writing.
- We have two classes where there are considerably more boys than girls.
- Writing is a school priority this year based on prior attainment and lost learning due to COVID-19.
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To achieve this objective we plan to:

- Writing is a priority on our raising achievement plan.
- Ensure staff have access to CPD.
- Embed visual literacy and clear purpose for writing to engage boys.
- Regular moderation across the school both internally and externally.

Objective 2: *Ensure that diversity is embedded within our Curriculum and that children have the opportunity to meet our Curriculum aim of becoming a 'Responsible citizen'.*

Why we have chosen this objective:

- Rutland (and Leighfield) is not a very diverse community and therefore children have little experience and understanding of other cultures, race, religions, etc.
- Develop children's understanding of the World and World issues.

To achieve this objective we plan to:

- Ensure children understand the 17 Global Goals
- Work with ASHA and have student ASHA ambassadors to communicate with students in New Delhi.
- Well-chosen Curriculum texts and a diverse range of texts within our class and school library.
- Environment Week in June
- Develop the Eco-Team

Objective 3: *Form partnerships with people and schools in the wider community to ensure our children develop a broader understanding of the World.*

Why we have chosen this objective:

To achieve this objective we plan to:

- Virtual meetings with young people from ASHA in India.
- Develop a partnership with a school in France.
- Update the Religious Education progression map to ensure there is opportunity for visits and visitors across the school.
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Progress we are making towards this objective:

- Visitors and trips planned into our RE Curriiculum.
- ASHA Ambassadors appointed and meetings in place. Leighfield Teacher visiting India with colleagues.

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