



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. 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.

12% of our children are disadvantaged.

4.3% of children have English as an additional language.

13.6% have special educational needs.

The table below shows the ethnicity of our pupils.

Ethnicity	
White British	77.2%
Any other white background	1.1%
White and black Caribbean	1.1%
Any other mixed background	3.3%
Indian	1.1%
White & Asian	1.6%
Chinese	0.5%
Any other ethnic group	0.5%

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 review:

- *Reviewed the SEND policy*
- Achieved the Artsmark Award (2024)
- 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 protected characteristics.
- Ensured that the UN Global Goals were embedded within our Curriculum.
- Reviewed Accessibility Plan
- Reviewed Safeguarding Policy
- Adopted blind recruitment procedures to ensure recruitment practices are not discriminatory using MyNewTerm

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

- Diversity training completed by all staff using FLICK Dashboard.
- Accessibility to devices for all pupils.
- Sensory equipment purchased to support pupils (ie kick bands, wobble cushions, etc).
- Support for Pupil Premium children to access educational visits and extra curricular clubs.
- Analysed attainment data showing how pupils with different characteristics performed which informed school improvement planning.
- Regular analysis of incidents recorded on CPOMS.
- Regular analysis of behaviour incidents.
- Gathered pupil voice in a variety of ways.
- Gathered parent voice.
- ELSA Support embedded.
- Introduced wellbeing screeners for all children.

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

- Forging charitable links with organisations such as ASHA to promote an understanding of World issues, empathy and tolerance.
- Established new pupil leadership roles – Global Ambassadors.
- Monitor and evaluate the PSHE Curriculum using PSHE Association resources.
- Reviewed our RE curriculum learning journey to ensure that trips and visits are embedded to enhance children's experiences.
- Created a calendar of World religious and cultural events throughout the year.

- Reviewed our assemblies to ensure we were discussing relevant World issues.
- Developed a partnership with a primary school in France who Year 5 pupils have communicated with via letters.

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 2025 - 2029

Objective 1: *Raise standards of children from disadvantaged backgrounds so that the attainment gap closes with non-disadvantaged children.*

Why we have chosen this objective:

- Current and previous data shows that in some areas of the school, disadvantaged children do not reach the National expectation.
- We want to ensure that our children are fully prepared for the next stage in their educational journey.
- We want all children to reach their full potential.

To achieve this objective we plan to:

High-Quality Teaching and Interventions: Ensure that all teaching staff are equipped with the necessary skills and resources to provide high-quality teaching and targeted interventions for disadvantaged children. This includes ongoing professional development and access to evidence-based teaching strategies.

Use of Assistive Technology: Implement assistive technology to support children with specific needs, ensuring they have equal access to learning opportunities.

Robust Data Analysis: Regularly analyse attainment data to identify gaps and monitor progress. Use this data to inform school improvement planning and adjust strategies as needed.

Effective Pastoral Support: Provide comprehensive pastoral support to address the social and emotional needs of disadvantaged children, helping them to engage fully in their learning.

Attendance Monitoring: Monitor and improve attendance rates among disadvantaged children to ensure they are consistently participating in school activities.

Raising Aspirations: Organise school events, such as Aspirations Week, to inspire and motivate disadvantaged children, helping them to set and achieve high goals.

Parental Engagement: Engage parents and carers in their children's education, providing them with the tools and support they need to help their children succeed.

Inclusive Curriculum: Ensure that the curriculum is inclusive and reflects the diverse backgrounds of all students. This

includes integrating diversity into teaching materials and activities.

Regular Progress Meetings: Hold regular pupil progress meetings to discuss individual student needs and adjust interventions accordingly.

Objective 2: *Ensure that equality, diversity and inclusion is promoted 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:

- Curriculum aim for our children to be 'responsible citizens'.
- Holistic approach, ensuring we are considering the needs of the whole child and ensuring our children have a wider understanding of the World around them.
- Ensure all children, staff and parents at Leighfield have a sense of belonging and feel valued and respected at Leighfield.

To achieve this objective we plan to:

Increased Awareness: Children develop an understanding of equality, diversity, and inclusion through completing the Anti-Racist Schools Award with Leeds Beckett.

Curriculum Integration: Ensure equality, diversity, and inclusion are embedded in all subjects, with specific lessons and activities designed to promote these values.

Pupil Engagement: Children actively participate in activities and discussions related to equality, diversity, and inclusion, showing a willingness to learn and engage with different perspectives. This will be developed alongside our strategic priority of developing Oracy skills across the school.

Positive School Culture: The school environment reflects a culture of respect and inclusion, with students and staff demonstrating positive attitudes towards diversity. Displays and texts will be representative of difference protective characteristics.

Community Involvement: The school engages with the wider community to promote equality, diversity, and inclusion, including partnerships with local organisations and participation in community events. This will include the Young Leaders Award and Voluntary Action Rutland Project.

Monitoring and Evaluation: Regular feedback from children, staff, and parents to evaluate the effectiveness of the initiatives and make necessary adjustments, ie. Pupil surveys.

Representation in Resources: School resources, including books and materials, reflect diverse cultures, backgrounds, and perspectives.

Professional Development: Staff receive ongoing training and support to effectively promote equality, diversity, and inclusion within the curriculum.

Student Leadership: Opportunities for students to take on leadership roles in promoting equality, diversity, and inclusion, such as through our student councils and Global Ambassadors.

Achievement of Curriculum Aims: Students meet the curriculum aim of becoming 'Responsible Citizens' by demonstrating respect, empathy, and understanding towards others.

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:

- Develop positive relationships with the school community and gain an understanding of how they can contribute positively to their community.
- Develop partnerships that enhance our Curriculum and give children meaningful experiences and opportunities.
- Develop skills such as leadership.
- Increase children's awareness of different cultures, race, beliefs, etc beyond our school gates.

To achieve this objective we plan to:

Establish Clear Goals and Objectives: Define specific goals and objectives for the partnerships, such as cultural programs, joint projects, and shared learning experiences¹.

Identify Potential Partners: Research and identify schools and organisations in the wider community that align with the school's values and objectives. This includes potential local (ie VAR), national (ie Leadership Project), and international partners (ie ASHA foundation).

Organise Joint Activities: Plan and implement joint activities, such as virtual meetings, exchange visits, and collaborative projects, to foster mutual understanding and learning.

Promote Cultural Awareness: Integrate cultural awareness and diversity into the curriculum through activities, assemblies, and events that highlight different cultures and perspectives ie. Lunar new year, religious festivals, visitors from different cultural backgrounds, etc.

Engage the Community: Involve parents, carers, and the wider community in partnership activities to ensure a holistic approach to learning and development such as the Young Volunteers project.

Leverage Technology: Utilise technology to facilitate communication and collaboration between partners.

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