



Wellington Place
Primary School

Learn, Lead, Achieve, Succeed

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Equality Duty Information Report and Objectives

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1. Aims

Wellington Place 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, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and 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 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. The Ethnic group information from the 2021 census is released on 29th November 2022. 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. According to the 2015 Indices of Deprivation, Leicestershire is not deprived overall; the county is ranked 136th out of 152 upper tier authorities in England for Multiple Deprivation, where 1st is the most deprived.

Market Harborough is a growing market town in south Leicestershire close to the border with Northamptonshire. According to the 2021 Census, the population size within the district of Harborough has increased by 14.3% from around 85,400 in 2011 to 97,600 in 2021.

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 annually. 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.

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

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

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 2024 – 2028.

Objective 1: By 2028, have undertaken a full review of the curriculum delivery and resources in use to ensure there is representation of diversity and planned opportunities to challenge stereotypes.

We must ensure stereotypes are challenged and pupils in our school have a secure and accurate understanding of the diversity global community, linked specifically to British Values and Protected Characteristics.

To achieve this objective we plan to:

• Review the Big Ideas of our curriculum to ensure that it is robust and diverse and enables our pupils to fully understand the multicultural context of Leicestershire, the UK and the world without adhering to stereotypes. • Ensure that there is visible representation of a range of protected characteristic in the curriculum • Engage with Edurio surveys at a Trust level and analyze information provided • Assess staff understanding of what a representative curriculum looks like to identify further training needs. • Subject leads to identify opportunities to celebrate difference and diversity • Links to British Values to be planned into the curriculum and Assembly schedule. • Subject leads to promote and champion a range of key people relevant to their subject to reflect diversity and inclusion. • Staff to ensure that lesson sequences identify opportunities to challenge stereotypes. • Continue to embed LYFTA story worlds across the curriculum

Progress we are making towards this objective: • Termly review of medium term plans • British Values incorporated in Values assemblies • Lyfta timetable reviewed to incorporate new story worlds

Objective 2: Equality in Recruitment

Ensure all staff and AB members involved in recruitment and selection are trained on equal opportunities

and non-discrimination by the beginning of the next academic year.

- Job adverts have a diversity statement
- The recruitment process ensures protected characteristics are unseen
- All members of interview panels have completed equal opportunities training
- All teachers and classroom support staff to have completed equal opportunities and non-discrimination training.
- Evaluating diversity and equality data from applications and identify trends
- Evaluate how to attract a broad and diverse workforce from the trends

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