



# Equality Duty Information Report and Objectives

<b>Version number</b>	2.0
<b>Approved by</b>	Advisory Board
<b>Approval date</b>	March 2025
<b>Policy/document owner</b>	Michelle Tobin
<b>Status</b>	Statutory
<b>Frequency of review</b>	Annual
<b>Next review date</b>	April 2029

## Contents

1. Aims 3
2. Legislation and guidance 3
3. Leicestershire's diverse population & our school community 3
3. Eliminating discrimination 4
5. Advancing equality of opportunity 4
6. Fostering good relations 5
7. Equality considerations in decision-making 5
8. Our equality objectives for 2025-2029 6
9. Monitoring arrangements 6
10. Links with other policies 6

## 1. Aims

Sileby Redlands Community 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:

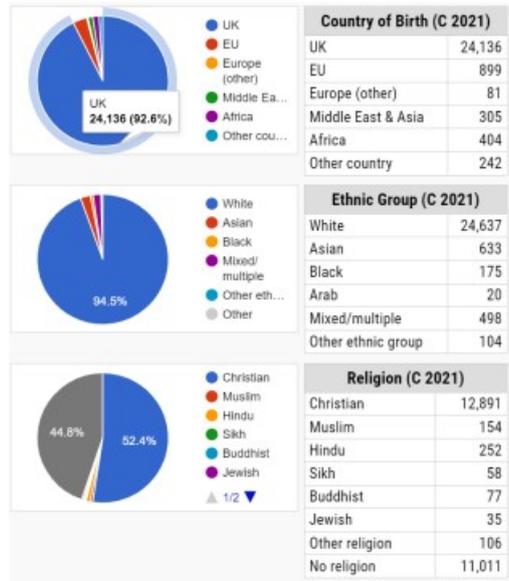
- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality 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. The overall population of Leicestershire has risen by 9.5% in the 10 years since the 2011 census. Rising from 650,489 in the 2011 national census to 712,300 in the 2021 census (rounded to the nearest 100). The number of households in the county has risen by 11 per cent from 267,434 in the 2011 census to 296,400 in the 2021 census (rounded to the nearest 100). According to the 2021 Census, most of the county population (94 percent) belong to White ethnic groups. The next largest ethnic group in the county is Asian (2.4 percent), followed by the Mixed or Multiple Ethnic Group (1.9 percent) and Black ethnic groups (0.7 percent); The largest religious group in the county is Christian (62 percent), followed by Hindus (1 percent), Muslims (0.6 percent) and Sikhs (0.2 percent). Just over a quarter of the population stated they had no religion (44.8 percent).



In 2021, 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’s IDACI Rating is 0.12 and is ranked 136th out of 152 upper tier authorities in England for Multiple Deprivation, where 1st is the most deprived.

These are the deprivation rankings for our pupils based on 2024/25 school census information:

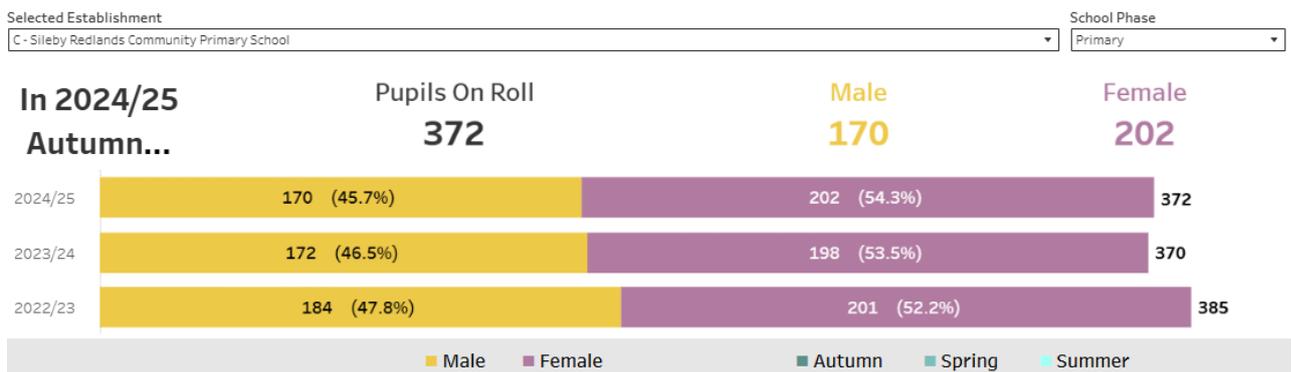
In 2024/25 our school was 93<sup>rd</sup> out of 275 primary schools for deprivation with 1st being the most deprived. Our IDACI Rating is 0.15, which is 0.03 greater than the rating for the county and 0.03 below the National rating.

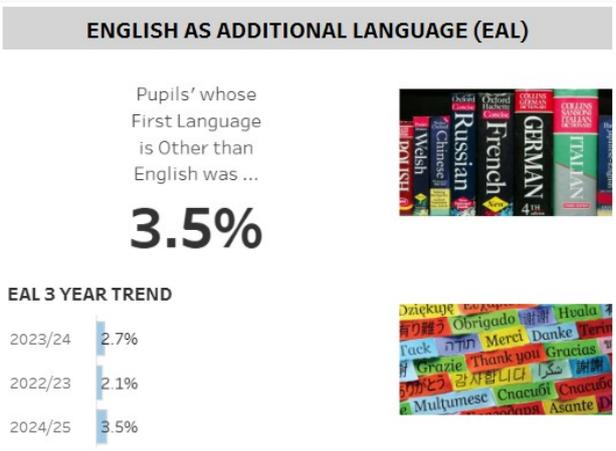
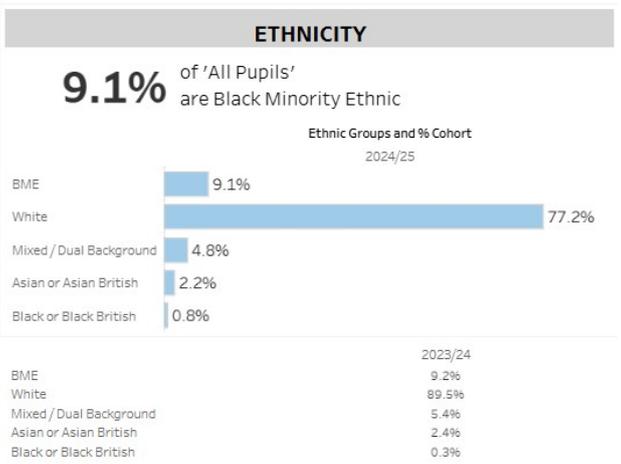
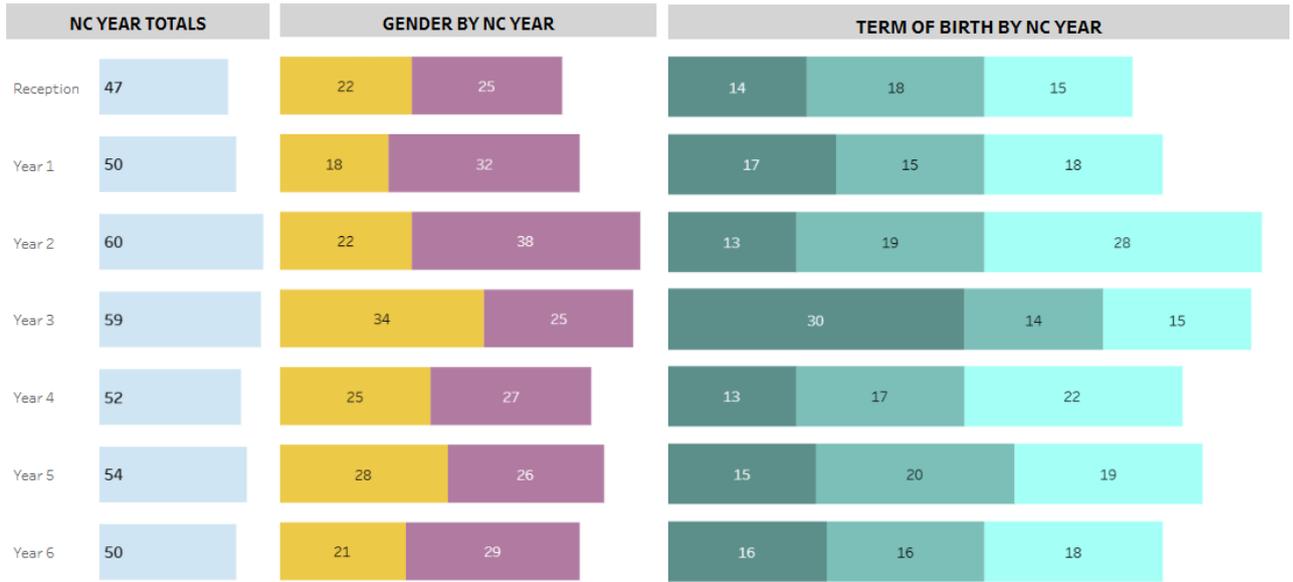
### The diverse population of our school

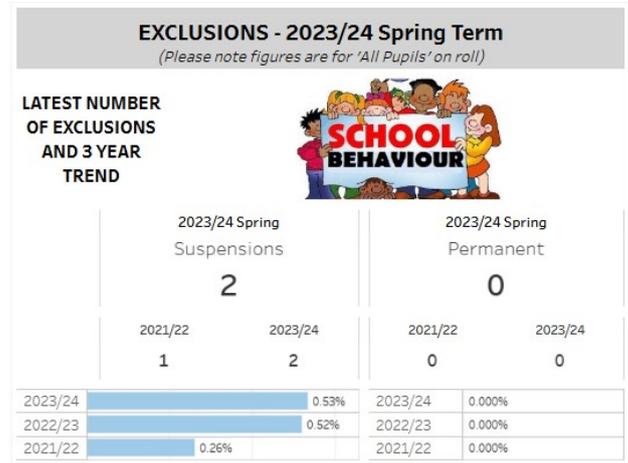
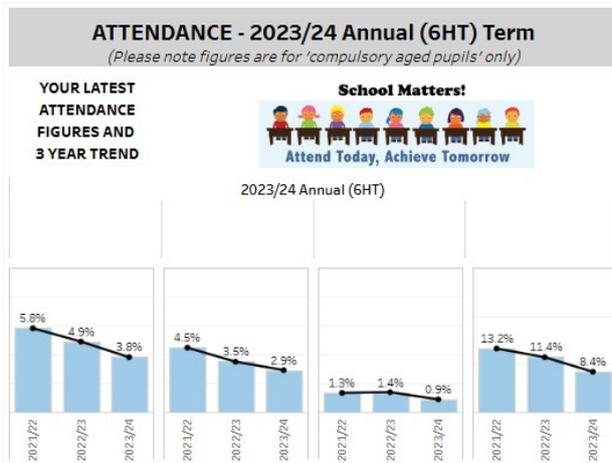
#### School Census Infographics: 2024/25 Autumn

Selection: Sileby Redlands Community Primary School (8552326)

Cluster  
Leicestershire







Free School Meals eligibility is 22%, which is a rise on the past two years.

3.5% of the school are pupils with English as an additional language (EAL).

11.3% of the school are pupils with Special Educational Needs and Disabilities (SEND).

10% of the SEND pupils have an Education Health and Care Plan (EHCP).

7.5% of the SEND pupils have Element 3 funding (SENIF).

0.5% of the school are Looked After Children (LAC).

### The profile of our workforce

Staff Gender	Number	Percentage
Female Support	30	57.6%
Female Teaching	17	32.6%
Male Support	3	5.7%
Male Teaching	2	3.8%

Ethnicity of Staff	Number	Percentage
White British	39	75%
Indian	1	1.9%
Any other Asian Background	1	1.9%
White Other	1	1.9%
Not obtained	10	19.2%

Religion	Number	Percentage
Christian	2	3.8%
Agnostic	1	1.9%
Non-religious	2	3.8%
Not specified	2	3.8%
Unknown/Blank	45	86.5%

Disability	Number	Percentage
Yes	1	1.9%
No	6	11.5%
Unknown/Blank	45	86.5%

### Advisory Board Make-up

20% Non-white British	80% White British
60% Male	40% Female

### 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

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

- The Headteacher received equality training through the Discovery Trust Headteacher Network as well as on Flick.
- The PSHE and RSE Curriculums address themes such as: Anti-Bullying, Healthy Relationships, Diversity, Gender and Equality. School assemblies and special events cover all these themes and are mapped out in cohesion with worldwide religious and cultural calendar of events.
- All recruitment activities adhere to strict procedures, whereby the applicant's name, gender, ethnicity, disability, religion and age are anonymous when completing the short-listing process
- Policies are reviewed and agreed by the Advisory Board and/or Trust.

## **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.

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

- Additional support is given through our Pastoral Team and Family Support Worker to disadvantaged families.
- Food Bank resources are signposted to support families in need.
- Our Family Support Worker arranged for families who are struggling financially to purchase Christmas presents for the children to receive Christmas gifts through the charity Toys on the Table.
- Our Family Support Worker completes referral for Household Funding Grants for families experiencing financial difficulties.
- The school offers free clubs to vulnerable children (1 every half term)
- The school used the Pupil Premium Grant to help support children through the use of additional staffing to run interventions which are specific to children's needs, provide additional uniform, discounted trips/residentials.
- The school has a broad range of free and low-cost clubs on offer throughout the year, these include clubs such as: Chess, Nerf, Gardening, Mindfulness, Yoga, Music and Sporting Clubs.
- Through our work with Team Charnwood, there have been a multitude of sporting opportunities for children from SNED and disadvantaged backgrounds, as well as events specifically for Girls and Boys.

## **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 reflect on such assemblies, and we also invite external speakers to contribute to our curriculum events.
- 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**

- Through our RE and British Values teaching, the children have been taught about many different faiths - we celebrated Holi with the whole school and community. The children have also been taught about Black History Month and International Women's Day, alongside other relevant celebrations in the calendar year.
- In PSHE and the SRE curriculum, the children have been taught about gender identity, relationships, and families, etc.
- Assembly themes are mapped out at the start of the year and incorporate a variety of topics, including religious events, Anti-Bullying, Black History Month, ASHA, etc.
- Children in Need and Red Nose Day/Sports Relief are focal points for raising money for the different charities we support as a school and nation. This also helps to raise awareness of the different backgrounds of people not only in the UK, but also around the world.
- The UNICEF Rights of the Child are discussed widely with the children through PSHE, Assemblies and during discussions around behaviour.

## **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.

## 8. Our equality objectives for 2025-2029

**Objective 1: *By 2029, to monitor the school curriculum, ensuring that it includes: decolonization/amplifying voices/counter stereotyping from other verified sources.***

Why we have chosen this objective: To ensure that children feel represented and seen by the curriculum and to provide a window into other people's lives and perspectives – this will help the school to further promote empathy and the school's core value of respect, as well as foster a sense of community within our growing school population.

To achieve this objective, we plan to: ensure that subject leaders monitor their curriculum area with this as a focus – this will be done through book looks and pupil voice and where gaps occur the school's curriculum overview is adapted. To achieve this objective, we plan to: CPD opportunities (materials from the Trust's Equality group will be shared with all staff), policy review.

**Objective 2: *By 2029, to reduce the reading gaps between disadvantaged children and non-disadvantaged children, so that disadvantage children perform in line with non-disadvantaged and both groups performing in line with the Trust and National.***

Why we have chosen this objective: The school data shows that disadvantaged pupils are outperformed by non-disadvantaged pupils in reading in almost every year group.

To achieve this objective, we plan to: Continue the teaching of Early Reading from Pre-School in the form of Phonics using the Read, Write, Inc Scheme. Children who have not passed their Y1 or Y2 Phonics Screening, will be placed on a register and monitored closely in Y3 and beyond. Children in Y3 will also be part of the Trust's Progress Reading Programme. All children who are not reading at home and whose attainment is low, will be highlighted as 'Daily Readers', whereby they will read individually with a member of staff each day.

**Objective 3: *By 2029, to reduce the gender gap in Writing, so that boys perform in line with girls; and both groups performing in line with the Trust and National averages.***

Why we have chosen this objective: The school data shows that girls outperform boys in writing in almost every year group.

To achieve this objective, we plan to: Adapt our English curriculum to cover a wider variety of genres by both male and female authors to inspire the children. We will also carefully consider the planning of Writing lessons, so that Boys are more engaged and motivated to write to a higher standard, this includes the presentation of handwriting.

## 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