



Mowmacre Hill
Primary School

Striving for Excellence; United in life-long learning for a better tomorrow

Equality Duty Information Report and Objectives

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1. Aims

Mowmacre Hill 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. Leicester's diverse population & our school community

There are many Ethnic groups that are represented in Leicester City (Source PopulationUK2021)

Groups considered 'White' are the largest Ethnic group – featuring 50.6% of the total population – The various groups consist of British White – 45.1%, Irish White – 0.8%, and White from other places – 4.6%. Other ethnic groups include 'Black' -6.3%, 'Asian' – 37.1%, 'Arab' – 1.6% and other groups -1.6%.

Unlike the religious activities of other places in the world, the religious features of Leicester are not wide-ranging. The Christians are dominant in the city with 32.4 percent of the population, Muslims are 18.6 percent of the population and Hindus are 15.2 percent of the population. Other religions are Sikhs (4.4 percent), Buddhism (0.4 percent) and Jews (0.1 percent).

English is the most spoken language in Leicester, 72.47% of the population can speak and understand the English language. Gujarati is the second common language in the city, 11.54% of the population can speak this language. Other languages are Punjabi - 2.4%, Polish -1.97%, Urdu - 1.07%, Somali -1.06%, Arabic -0.8%, Bengali - 0.57%.

There are 190 places of worship, serving over 40 religious faiths and denominations.

The City of Leicester also has high instances of poverty and disadvantage, with one quarter of children and 1 in 3 older people living in areas of high-income deprivation.

The diverse population of our school

Our school community has its own unique make up:

Mowmacre Hill Primary School works closely with its stakeholders to overcome barriers to learning. The school is situated within an area in the top 3% of most deprived areas within the country with high rates of violence, including a high % of domestic Violence, sexual offences and anti-social behaviour reported. The most common crimes in Leicester are violence and sexual offences, with 17,022 offences during 2020, giving a crime rate of 41. This is 9% higher than 2019's figure of 15,420 offences and a difference of 3.85 from 2019's crime rate of 37. Leicester's least common crime is theft from the person, with 342 offences recorded in 2020, a decrease of 78% from 2019's figure of 610 crimes.

The school sees approximately 10% mobility within each year. The school has seen a steady increase in the number of children who have English as an additional language (40%) and all children arrive in Foundation Stage with need of speech and language therapy.

21% of children are on the SEND register and 43% of children are recognised as Pupil Premium and 7 children who are currently working with social care for child protection or child in need.

There is a majority of 54% of children who are reported as female and 46% male.

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 with regards to roles and responsibilities, rights and respect, equality and fair access. The Equality Strategy is in the process of being produced in collaboration with the Discovery Trust.
- The designated senior member of staff with overall responsibility for monitoring equality issues is the Headteacher – Mr. Matthew Peet

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

- Ensured that Mowmacre Hill was represented on the Equality Panel – Mrs. Olga Brownlow.
- Adopted the new recruitment procedures to remove any form of bias through application identification
- Secured training for all staff with regards to looking at bias in the curriculum.
- Reviewed CPOMS tabs

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 – Insight allows groups to be filtered to ensure that monitoring is considered, and actions determined.
- 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

As a school Mowmacre Hill Primary will:

- Publish attainment data for Protected Characteristic groups
- Analyse data from Insight and recognise areas for improvement and build these into the school's action plan.
- Ensure that the Proficiency in English scales are being used and uploaded to Insight so that support can be directed appropriately.
- Ensure that pupils featuring in the Protected Characteristics categories have full access to extra-curricular activities.

What we did during the last year

- Reviewed CPOMs tabs so that incidents were recorded appropriately – identifying issues related to protected characteristics
- Behaviour policy – language was reframed to be inclusive recognising the protected characteristics
- Safeguarding policy
- Adopted new recruitment procedures so that application are anonymous in the first instance
- Class selection ensured that race and culture were discussed so that pupils had representation and identification within their classrooms
- Reviewed curriculum content to reflect significant individuals who feature across the protected characteristics and therefore represented in what we teach and expose our pupils to
- New books to reflect protected characteristics
- Trip access to be made available to all without bias or preconceived ideology
- School is an active member with the Discovery Trust Equality Group.
- GEC app survey was completed, and results are being analysed at Trust level – training has been initially identified for staff

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

- SRE curriculum and PSHE curriculum reflective of equality
- ASHA ambassadors have been identified and have made links with the ASHA charity and are regularly having conversations with children from New Delhi and the ASHA charity
- Curriculum – beliefs and culture are featured within our curriculum and the Prosperity Project has allowed staff to be guided to ensure that the identification of protected characteristics have been included from EYFS to Yr.6
- Literature from a range of cultures has been encouraged in classrooms
- Assemblies have focused on protected characteristics
- Local leaders from faith groups were invited into school – although this was hindered by Covid-19
- Our School Council features pupils from a range of backgrounds and beliefs
- Diverse school community is celebrated

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 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. This is part of the EVOLVE process that is centrally arranged by the Trust.

8. Our equality objectives for 2021-2025

Objective 1: By 2025 - 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: **Writing is our whole school focus and is the subject that requires intervention after the lockdowns from Covid-19. As a result of this there is an identified gap in gender with Boys falling behind girls.**

To achieve this objective, we plan to:

- **Writing strategies have been re-introduced to staff.**
- **Leaders have been identified**
- **Action Plan**
- **Moderation dates across the year**
- **Yr.2 Teacher trained in City Moderation for KS1**
- **Assistant Head – trained in Moderation for KS2**
- **Trust moderation dates set for the year**
- **Pupil Progress meetings with specific focus on Gender and writing**

Progress we are making towards this objective:

- **Whole school – writing moderation conducted by English Leaders and SLT – Aut 2**
- **Data presented to SIP – David Briggs – Aut 2**
- **Pupil Progress meetings set targets and trajectories for improvement – Aut 1**

All curriculum subjects reflect our population – across protected Ch - 2022

Objective 2: By 2025, increase the progress and attainment of disadvantaged pupils in line with all pupils nationally. - Writing

Why we have chosen this objective: **Disadvantaged pupils have made the least progress in writing since the national lockdown – Covid-19 – as measured by Baseline assessments - Insight**

To achieve this objective, we plan to:

- **Writing strategies have been re-introduced to staff.**
- **Leaders have been identified**
- **Action Plan**
- **Moderation dates across the year**
- **Yr.2 Teacher trained in City Moderation for KS1**
- **Assistant Head – trained in Moderation for KS2**
- **Trust moderation dates set for the year**
- **Pupil Progress meetings with specific focus on Disadvantaged pupils and writing**

Progress we are making towards this objective:

- **Whole school – writing moderation conducted by English Leaders and SLT – Aut 2**
- **Data presented to SIP – David Briggs – Aut 2**
- **Pupil Progress meetings set targets and trajectories for improvement – Aut 1**

Objective 3: By 2025, increase the concept of representation of pupils across our school so that groups identify their cultural heritage and faith, recognise their historical country of origin and celebrate diversity amongst our pupils.

Why we have chosen this objective: **Mowmacre Hill Primary has a rich and diverse community – the school talks and promotes belonging as part of its Vision and Ethos – however the school does not make connections between belonging and the recognition of history, origin and culture.**

To achieve this objective, we plan to:

- **Provide and encourage pupils to have a voice**
- **Introduce flags of family origin**
- **Celebrate different countries and their position in relation to Mowmacre Hill / UK**
- **Share beliefs and customs of ‘our’ pupils’ connected countries**

Progress we are making towards this objective:

- **Promotional material**
- **Diversity and Inclusion in my school**
- **Train staff in language use relating to diversity**
- **Staff articulating in what we are doing in terms of inclusion / diversity**
- **Promote country of heritage and celebrate pupils’ individuality**

Objective 4: By 2025, increase the concept of representation of Protected Characteristics in our school curriculum so that pupils identify representation, cultural identity, and historical association.

Why we have chosen this objective: **Mowmacre Hill Primary has a rich and diverse community – the school talks and promotes belonging as part of its Vision and Ethos – however the school does not make connections between belonging and the recognition of history, origin and culture in our curriculum**

To achieve this objective, we plan to:

- **Adopt the Prosperity Project principles**
- **Be a case study school for the Prosperity Project**
- **Ensure that all planning across the school features correct representation of history, origin and culture in terms of protected characteristics**
- **Collect work samples that feature consideration for the above.**

Progress we are making towards this objective:

- **Promotional material**

- **Diversity and Inclusion in my school**
- **Train staff in language use relating to diversity**
- **Staff articulating in what we are doing in terms of inclusion / diversity**

Promote country of heritage and celebrate pupils' individuality

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