



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, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or 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.

This document recognises the nine protected characteristics named in The Equality Act 2010.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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 (39%) and all children arrive in Foundation Stage with need of speech and language therapy.

21% of children are on the SEND register and 53% of children are recognised as Pupil Premium and 16 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 Isaac Howarth, Headteacher

The advisory board consider the equality implications of data reports and the policies it is responsible for reviewing.

4. What we did during the last year

- Used blind 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
 - Introduced Heritage Videos for children to share their cultural backgrounds
- 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
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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:

- Analyse assessment data and recognise areas for improvement and build these into the school's action plan.
- Ensure that pupils featuring in the Protected Characteristics categories have full access to extra-curricular activities.

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
- 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
- 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 2024-2028

Objective 1: By 2028 - 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 because the Writing continues to demonstrate a persistent gap between boys and girls.**

To achieve this objective, we plan to:

- **New scheme of work to teach writing has been introduced**
- **Training for all teachers on new writing scheme**
- **Leaders have been identified**
- **Moderation dates across the year**
- **Trust moderation dates set for the year**
- **Pupil progress meeting with specific focus on gender gap in Writing**

Progress towards objective in June 2026:

Boys Writing 20/38 anticipated to achieve expected standard in Y6 (53%)

Girls Writing 13/22 anticipated to achieve expected standard in Y6 (59%)

Boy Writing 9/16 anticipated to achieved expected standard in Y5 (56%)

Girls Writing 24/39 anticipated to achieved expected standard in Y5 (62%)

-Gap is the same size (6%) however achievement for boys and girls is anticipated to improve.

Further actions:

-Use Teacher Assessment Frameworks to analyse specific gaps in Y5 boys Writing and adapt curriculum scheme to close those gaps

Objective 2: By 2028, increase the progress and attainment of disadvantaged pupils in Writing so it is in line with all pupils nationally.

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**

To achieve this objective, we plan to:

- **New scheme of work to teach writing has been introduced**
- **Training for all teachers on new writing scheme**
- **Leaders have been identified**
- **Moderation dates across the year**
- **Trust moderation dates set for the year**
- **Pupil progress meeting with specific focus on gender gap in Writing**

Progress towards objective in June 2026:

No national progress data is currently available as the 2024/25 cohort did not have KS1 assessment data. National progress data will be available for 2025/26 cohort.

Internal tracking of progress shows that 5/60 children in Y6 are currently off-track from target in Writing.

2/38 disadvantaged children are off-track (making accelerated progress) from target.

3/38 disadvantaged children are above track (making accelerated progress) from target.

3/22 non-disadvantaged children are off-track (making accelerated progress) from target.

Internal tracking of progress shows that 2/55 children in Y5 are currently off-track from target in Writing.

1/34 disadvantaged children are currently off-track from target in Writing

1/21 non-disadvantaged children are currently off-track from target in Writing

Further actions:

-Identification of gaps in Teacher Assessment Framework for those off-track Y5 children with targeted intervention put in place.

Objective 3: By 2028, increase the diversity of representations 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 towards objective in June 2026:

-Assembly schedule has been updated to include significant dates in the cultural backgrounds of our children

-Workshops have been delivered by community partners on diversity and protected characteristics, why valuing those characteristics is important and consequences of hate crimes

-Young Leaders Award completed by all Year 5 children has allowed them to research charities that reflect their own values and come together for a community project that reflects our shared values.

This project was to raise money for the Tudor Centre and share funds amongst different organisations that use the centre. This includes organisations of different cultural backgrounds.

-Children in Year 3/4 have learned about Christian parables and shared the diversity of heritages within Christianity, eg. Methodist, Church of England, Roman Catholic, Coptic Christian, Syriac Christian, Ethiopian Orthodox Christian.

Further actions:

-Personal Development Leader named for 2026/27 school year, with responsibility for arranging assemblies, monitoring equality of participation in clubs and activities

9. Monitoring arrangements

The headteacher will update the equality information report and report progress against the equality objectives annually to the Advisory Board.

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