



Fossebrook
Primary School

A place of discovery and friendship

Equality Duty Information Report and Objectives

Version number	1.0
Approved by	Advisory Board
Approval date	31 st March 2023
Policy/document owner	Fossebrook Primary School
Status	Statutory
Frequency of review	Annual
Next review date	March 2024

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1. Aims

Fossebrook 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.

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.

These are the deprivation rankings for our pupils based on 2022/23 school census information:

In 2022/23 our school was 60th out of 272 primary schools for deprivation with 1st being the most deprived.

Deprivation Summary Analysis by National Curriculum Year Group (NCY)

Primary School Phase - Autumn 2022/23

Analysis for Selection: Fossebrook Primary School (8552027)

- The NCY group refers to the year in which a pupil is taught.
- The higher the ranking the least deprived the establishment is - eg. Rank 1 shows the most deprived school.
- The number of schools in Leicestershire only include Primary and Secondary schools.

Data sources: School Census Submissions and English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>



School Members	Selection	Cluster	Academic Year	School Term	Highlighting shows whether the School score is above or below Leicestershire. Green shows score below or equal to Leicestershire. Red shows score above Leicestershire.				
Primary	C - Fossebrook Primary Sc...	Leicestershire	2022/23	Autumn					
Domain		Overall	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall	Average Score	16.29	16.25	17.72	15.68	16.44	14.37	19.14	14.46
	Rank	60	47	34	59	43	78	20	73
IDACI (Income Deprivation Affecting Children)	Average Score	0.12	0.12	0.13	0.11	0.12	0.10	0.14	0.11
	Rank	95	62	56	85	78	112	40	103
Education, Skills and training	Average Score	25.07	26.34	27.81	23.01	25.36	21.15	30.35	21.46
	Rank	61	39	35	65	42	74	17	72
Employment	Average Score	0.07	0.07	0.08	0.07	0.08	0.07	0.09	0.07
	Rank	94	74	49	89	58	102	33	105
Income	Average Score	0.09	0.09	0.10	0.09	0.10	0.08	0.11	0.08
	Rank	78	54	44	68	53	101	25	90
Health, Deprivation & Disability	Average Score	-0.29	-0.29	-0.24	-0.35	-0.29	-0.38	-0.15	-0.36
	Rank	103	71	68	84	71	94	48	92
Barriers to Housing & Services	Average Score	12.47	10.92	11.88	12.87	11.90	14.47	12.74	12.55
	Rank	233	201	195	178	193	154	180	182
Living Environment	Average Score	17.35	18.20	17.83	18.53	16.08	16.38	17.65	16.82
	Rank	67	50	62	52	78	68	56	62
Crime	Average Score	0.27	0.38	0.28	0.28	0.31	0.18	0.26	0.23
	Rank	18	8	17	15	10	24	13	14
Children / Young People	Average Score	0.35	0.48	0.45	0.27	0.35	0.17	0.58	0.19
	Rank	57	28	34	63	45	81	20	77
Adult Skills	Average Score	0.31	0.31	0.32	0.30	0.31	0.30	0.33	0.30
	Rank	96	77	61	89	64	88	50	84
Pupil numbers for Overall and NCY		206	29	30	29	30	29	29	30
Total number of Leicestershire schools		274	222	221	220	220	220	220	219

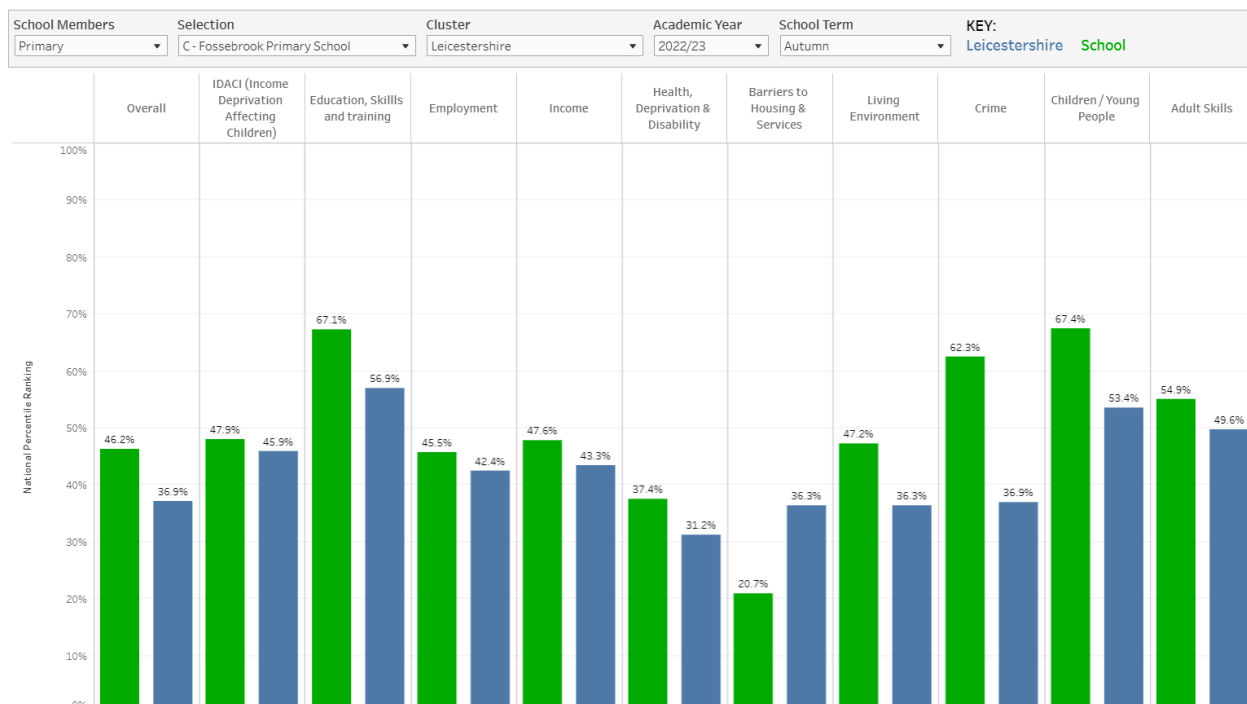
Indices of Deprivation National Percentile Rankings

Primary School Phase - Autumn 2022/23

Analysis for Selection: Fossebrook Primary School (8552027)

Percentile rankings overall and for the component domains when compared to all Lower Super Output Areas (LSOAs) nationally - (1% = least deprived, 100% = most deprived). This places the overall IMD, domain data and sub-domain data for each school and local authority in a national context (based on LSOAs nationally rather than schools nationally).

Data sources: School Census Submissions and English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

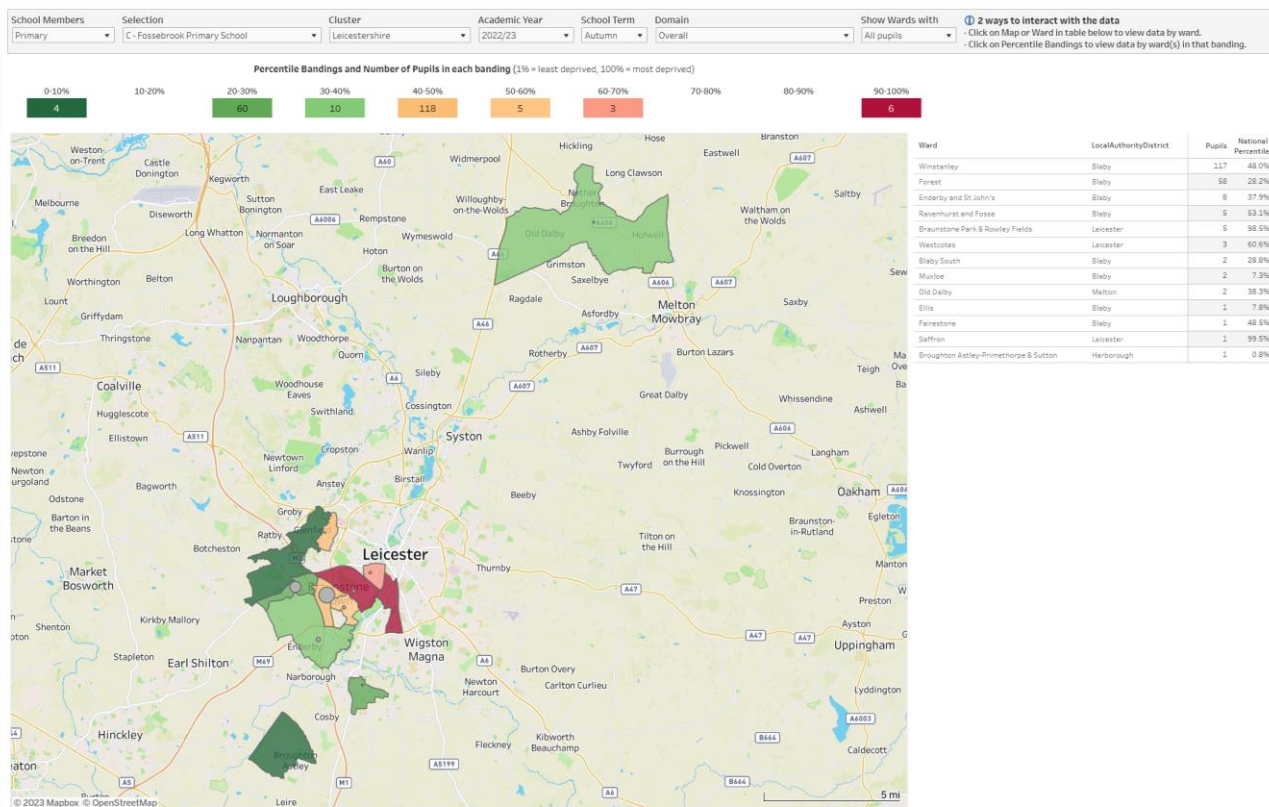


Index of Multiple Deprivation (IMD) Map - Primary School Phase - Autumn 2022/23

Analysis for Selection: Fossebrook Primary School (8552027)

Domain: Overall

Data sources: School Census Submissions and English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>



The diverse population of our school

Our school community has its own unique make up: Information from the school census 2022/23 **Gender profile and demographics:**

School Census Infographics: 2022/23 Autumn

Selection: Fossebrook Primary School (8552027)



Selected Establishment

C - Fossebrook Primary School

School Phase

Primary

In 2022/23
Autumn...

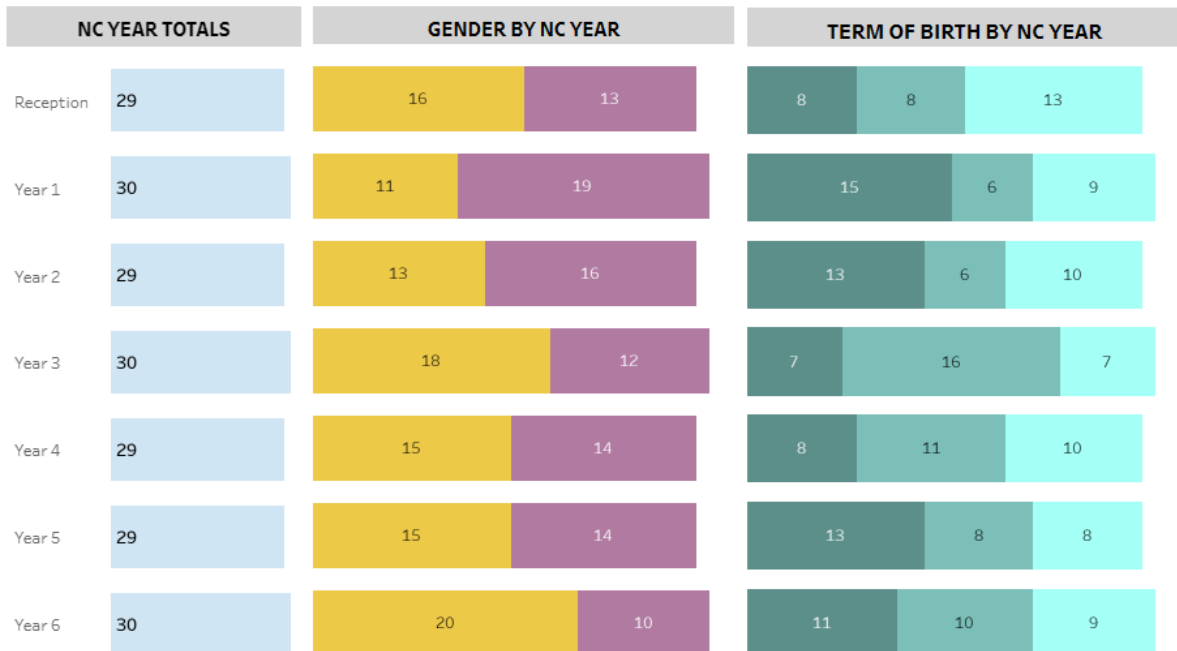
Pupils On Roll
206

Male
108

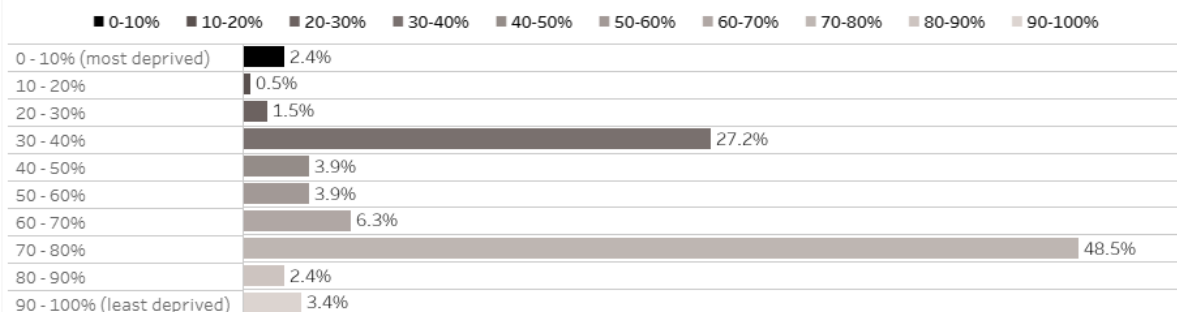
Female
98



Male Female Autumn Spring Summer



INCOME DEPRIVATION AFFECTING CHILDREN INDEX (IDACI) BANDINGS



School Census Infographics: 2022/23 Autumn

Selection: Fossebrook Primary School (8552027)



FREE SCHOOL MEALS ELIGIBILITY (FSM)

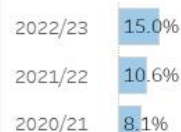
Your Free School Meals eligibility was ...

15.0%



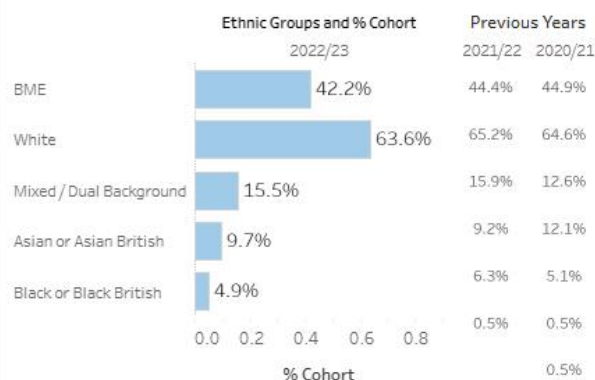
Are you entitled?

FSM 3 YEAR TREND



ETHNICITY

42.2% of 'All Pupils' are Black Minority Ethnic



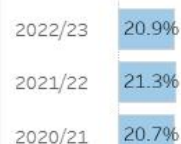
ENGLISH AS ADDITIONAL LANGUAGE (EAL)

Pupils' whose First Language is Other than English was ...

20.9%



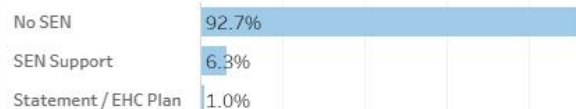
EAL 3 YEAR TREND



SPECIAL EDUCATIONAL NEEDS (SEN)



YOU LATEST SEN BREAKDOWN - 2022/23



Previous Years

No SEN		SEN Support		Statement / EHC Plan	
2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
90.4%	91.8%	8.1%	6.8%	1.5%	1.4%

ATTENDANCE - 2021/22 Annual (6HT) Term

(Please note figures are for 'compulsory aged pupils' only)

YOUR LATEST FIGURES AND 3 YEAR TREND



EXCLUSIONS - 2021/22 Spring Term

(Please note figures are for 'All Pupils' on roll)

LATEST NUMBER OF EXCLUSIONS AND 3 YEAR TREND



2021/22 Spring Fixed Term		2021/22 Spring Permanent	
0		0	
2020/21	2019/20	2020/21	2019/20
0	0	0	0
2020/21	0.00%	2020/21	0.000%
2019/20	0.00%	2019/20	0.000%

- **94% of our workforce identify as white British**
- **6% are from other ethnic backgrounds but low numbers may lead to identification of individual staff**
- **87% of our workforce identify as 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
- We report, respond to and monitor all discriminatory incidents
- We listen to and monitor 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 at the start of every academic year. Information is on the staff noticeboard and is an agenda item at staff meetings. Discovery policies and procedures are discussed and explained at training and staff are aware of their location on the Teams platform. School practice and curriculum expectations are also refreshed as part of this training.

The designated senior member of staff with overall responsibility for monitoring equality issues is the Head of School.

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

- Checked the behaviour policy and CPOMS tabs to ensure the language used is inclusive and appropriate and covers all protected categories so that incidents can be recorded, monitored, and analysed correctly and any trends can be spotted.
- Reviewed safeguarding policy
- Continued to use blind recruitment procedures to ensure recruitment practices are not discriminatory

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

- We continue to review of curriculum content regarding inclusion and diversity to ensure children are taught about significant individuals representing all groups with protected characteristics and to ensure all children see them represented in the curriculum we teach. To inspire all children to be ambitious and see the range of opportunities available to them.
- We continue to purchase new books to supplement the library and reading books to include texts about children and adults from diverse backgrounds. Core texts about diverse groups have been added to the English teaching cycle to ensure children read a wide variety of inclusive texts.
- We reviewed and amended the trip planning processes and locations to consider the needs of all pupils including those with disabilities or other additional needs to ensure all children can access trips successfully
- The school is part of the Equalities Consultative Group (GEC) which is working to develop consistency across all schools in promoting equality of opportunities and inclusion in all areas
- School staff have completed a survey regarding their understanding of inclusive practice which will form the basis of staff training and changes to provision moving forward. We want to ensure all staff have a secure understanding of inclusive practice in order to support each other and our school community in ensuring the best outcomes for everyone in education, wellbeing, and life chances
- The SENDCO has improved reporting of SEND provision to ensure a consistent approach and timely communication with parents to ensure all children have access to quality learning opportunities that meet their needs and is also available on the playground for discussion with parents. This includes coffee mornings and a new Twitter feed.

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

- SLT delivered whole school and class assemblies to celebrate the diverse nature of our school community, Leicestershire, and the wider world to develop the idea of global citizenship and educate children to be respectful of all people and understand their similarities and differences.
- Continued to review the RSE/PSHE policies and curriculums in line with new government guidance to ensure children are taught about different families structures, lifestyles and about people with protected characteristics.
- Elected ASHA ambassadors to raise the profile of our links with the charity, develop relationships with children in India and share their knowledge of children from other communities with our school to foster understanding and respect for other cultures.
- The school council members have been engaging with the Pupil Parliament and developing relationships with children from other schools who come from a range of backgrounds. This is enabling them to develop an understanding of children with different experiences from their own and to learn about and discuss issues facing children all over the world.

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 2021-2025

Objective 1: By 2025, ensure all curriculum subjects fully reflect our diverse population and contributions from people from diverse backgrounds are recognised.

Why we have chosen this objective:

To ensure that the children and staff in our school are represented in the curriculum we teach and that they are fully aware of the diverse makeup of society. To ensure that staff and children are proud of their heritage and know that they can be successful in a variety of fields

To achieve this objective, we plan to: Review each curriculum subject using materials such as the 17 Global Goals and Diversity Matters to ensure that there is representation of all protected groups in our curriculum.

Progress we are making towards this objective:

- Improved our assembly structure
- Celebrate diversity – neurodiversity week etc
- Reviewed our RE curriculum

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

Why we have chosen this objective:

Data analysis has revealed that children from disadvantaged backgrounds at Fossebrook do not perform as well in writing as all children nationally.

To achieve this objective, we plan to:

Provide specific interventions such as Direct Instruction and Colourful Semantics to meet individual needs. To provide robust schemes of work for the teaching of spelling and grammar. To tailor teaching to the specific needs of each cohort and work closely with the SENDCo to ensure children with additional needs receive the correct support. To moderate work regularly including with external agencies and plan for immediate intervention of identified need.

Progress we are making towards this objective:

- Staff training to ensure quality interventions
- Review the weekly timetable and use 'impact' time and intervention groups
- New provision map and intervention support structure

Objective 3: By 2025, all staff will understand the needs and rights of people with protected characteristics and use appropriate language and school policies and promotional materials will be fully inclusive and gender neutral.

Why we have chosen this objective:

A recent survey revealed that staff would like more training to understand the different protected characteristics and more awareness of the appropriate language to use in each case. The survey also revealed that most staff were unaware of relevant policies or practices within the trust.

To achieve this objective, we plan to:

Use information from the Global Equality Collective and other relevant organisations to develop a training package for each of the protected characteristics that can be delivered to staff. To review the list of recommended policies to ensure all are in place and do not discriminate against any groups. To ensure the school website, Twitter feed and promotional materials are fully reflective of our diverse community and promote and celebrate the work we are doing.

Progress we are making towards this objective:

- SLT and the staff have completed the GEC questionnaire and are awaiting the results
- Staff briefings – Friday am and pm
- Beginning to adapt the school website

9. Monitoring arrangements

The head of school 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
- RSE policy
- Curriculum policy
- Equality Strategy
- Recruitment policy
- Assessment policy