



Equality Duty Information Report and Objectives

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1. Aims

Braunstone 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. Leicester's diverse population & our school community

Leicester is one of the most ethnically diverse cities in the UK. It is one of a handful of cities, where the non-White British population is larger than the White British population.

The White British (45%) and Indian (28%) are the largest ethnic groups. The remainder of the population comprises a diverse mix of ethnic groups, including White Other (5%), Asian Other (4%), African (4%) and Pakistani (2%). There are 190 places of worship, serving over 40 religious faiths and denominations.

In 2011 according to the last Census, 17.4% considered themselves to have a condition that limited their day-to-day activities, higher than the rate for the East Midlands and England.

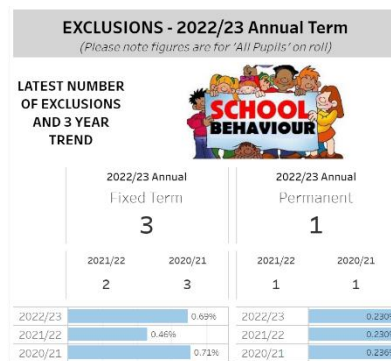
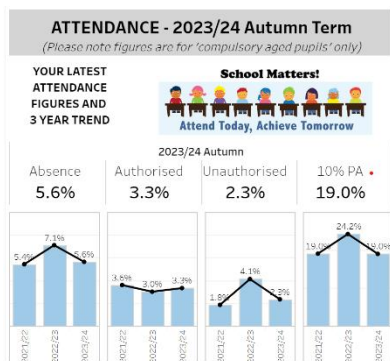
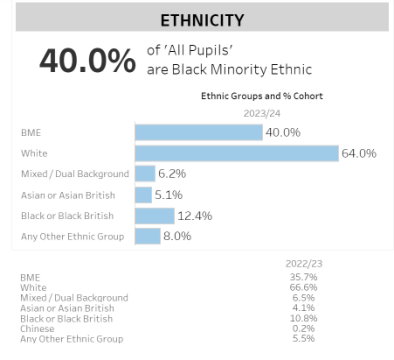
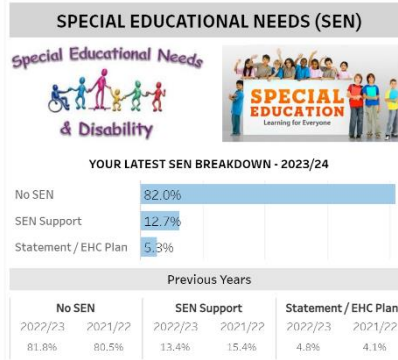
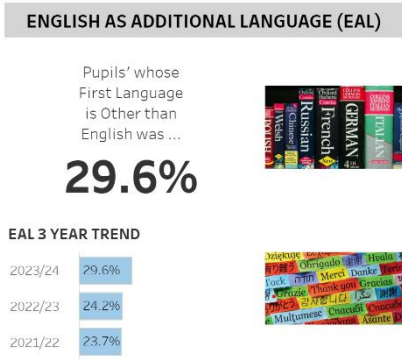
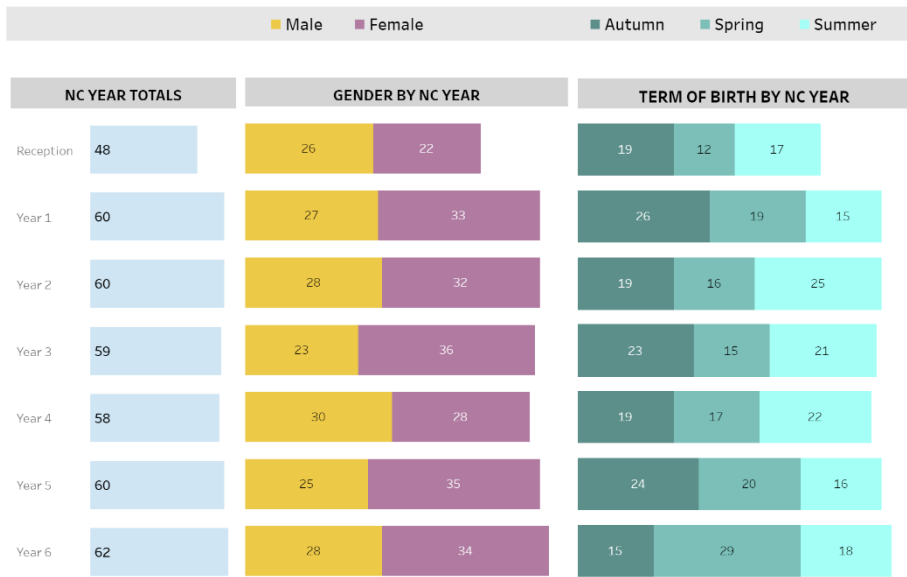
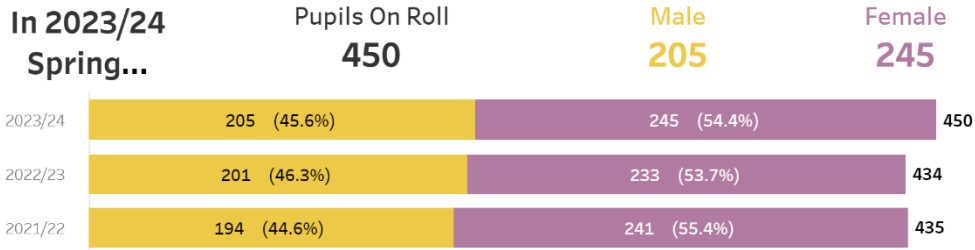
The City of Leicester also has high instances of poverty and disadvantage, with one quarter of children and 1 in 3 older people living in areas of high-income deprivation.

The area of Braunstone which the school serves is ranked as, in accordance with the 2019 Indices of Deprivation dataset, which was compiled by the Ministry of Housing, **887 out of 32844 small areas** where 1 is the most deprived in England. This puts the school and the area of Braunstone in **the lowest 10% for deprivation** for the whole country.

Braunstone Community Primary School is **in one of the most deprived areas in Leicester** and Leicestershire.

In the last data collection for the city (2019) 92% of our pupils are living in the most deprived 10% areas nationally.

The diverse population of our sch



Free School Meals eligibility is 67%

29% of the school are pupils with English as an additional language (EAL)

19.7% of the school are pupils with Special Educational Needs and Disabilities (SEND).

29% of the SEND pupils have an Education Health and Care Plan (EHCP)

20% of the SEND pupils have Element 3 funding (E3)

1.5% of the school are Looked After Children (LAC).

STAFF Gender	Number	Percentage
Female Support	53	92.98%
Female Teaching	14	77.77%
Male Support	4	7.017%
Male Teaching	4	22.23%

Ethnicity of staff	Number	Percentage
Any White Background Support	45	56.25%
Any White Background Teaching	12	15%
Dual Heritage Support	6	7.5%
Dual Heritage Teaching	4	5%
BAME Support	4	5%
BAME Teaching	3	3.75%
Information Not Yet Obtained	6	7.5%

Languages spoken in our school children and staff:

Akan/Twi-Fante	Pashto/P
Albanian	akhto
Arabic	Polish
Bulgarian	Portugu
Czech	ese
English	Romani
Farsi Persian	an
French	Russian
Gujarati	Shona
Hausa	Sinhala
Hindi	Sinhala
Igbo Italian	Slovak
Krio	Somali
Kurdish	Spanish
Latvian	Swahili
Lithuaian	Tamil
Malayam	Tigrinya
Ndebele (Zimbabwe)	Turkish
Panjabi	Urdu
	Yoruba

Advisory Board

28.57% Non-White British	71.43% White British
28.57% Male	71.43% Female

4. 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
- There is an expectation that our school curriculum uses counter stereotypes to ensure a breadth of representation across the protected characteristics – This will be resourced via the Prosperity Project.
- 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 2010 as part of their induction, and all staff receive refresher training every September. They are given the Equality Act 2010 and schools document (DFE). The Equality Act 2010 is also referenced in the DSAT Code of Conduct and the DSAT Staff handbook which is sent out yearly and is also part of the induction process for new staff.

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

- Reviewed the Anti-Bullying Policy and the Behaviour Policy to ensure that language is inclusive and appropriate
- Reviewed 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
- Adopted anonymous recruitment procedures to ensure that recruitment practices are not discriminatory and eliminates any bias towards the applicants
- Set up a multi-faith space in school so that religious observance can take place privately
- Continuous professional development (CPD) is used as a platform to openly and safely discuss any of the protected characteristics, without fear, as part of our school's inclusive ethos and culture

- Ongoing drive and commitment to further embed our school's vision #belong #care #persevere #succeed through newsletters, events, assemblies, visitors to school that represent all of the protected characteristics, experiences/trips and our Curriculum so that children, staff, parents and the wider community can respect and value difference.
- Headteacher is actively involved in the Trust's Equality and Diversity panel to further strengthen the practices and procedures across the Trust
- the school is part of the FWAS (Flexible Working Ambassador Schools) project across the 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
- Ensure that the school is accessible for able and non-able children/parents and staff.

What we did during the last year

- HT has delivered talks to schools in the trust and externally at nationwide events about cultural identity and ensuring the curriculum is inclusive as possible.
- HT led BAME workshops for school staff within Discovery and Affinity Teaching School to mentor and advise BAME staff about career progression and dealing with difficult situations.
- HT became part of the Equalities Consultative Group 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 (via the GEC) 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 Attendance officer ensures the tracking of both EAL and PP children. This allows for detailed analysis and targeted intervention.
- The school office are trailing translating letters/emails so that more parents are able to engage with the school – Polish – Kurdish
- Website will have a an option for parents to chose the language they want the site to be translated to.

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 which inform children of any topical matters in the news nationally and internationally and more importantly in and around the local community.
- Pupils are encouraged to take a lead in assemblies and we will also invite external speakers to contribute from varied backgrounds.
- 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

- The school openly and outwardly celebrates the diverse nature of the school's local community, the city of Leicester and Leicestershire, nationally and globally. This is done via the curriculum, Lyfta, and celebratory assemblies (which are year group led and shared with the whole school).
- We hold Charity as key component of our # Care element of our school Ethos. The profile of our links with varying charities help develop empathy and prompt ideas which formulate into action
- Reviewed 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.
- 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.
- Our unit planning includes opportunities for staff to consciously consider counter stereotypes when teaching people of importance – This includes a range of people representing all the protected characteristics. It is vital to us as a school that our children feel “seen” and see as much different as possible.
- Incorporated the Lyfta Programme into our Key stage 2 classes. The programme exposes the children to over 60 story worlds where they get to experience different perspectives and human encounters that they might not otherwise be able to have.

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 2024-2027

Objective 1: To continue to monitor that the school curriculum includes: decolonization/amplifying voices/counter stereotyping from the Prosperity Project and 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 values of belonging and care.

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.

Objective 2: To 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: The school data shows that girls outperform boys in writing in almost every year group.

To achieve this objective, we plan to: Invite male authors, journalists, or community members to share their writing experiences/ Showcase successful male writers as role models. Discover what topics or themes interest boys. Encourage them to write about subjects they are passionate about.

Objective 3: To reduce the disadvantage gap in reading so that disadvantaged children perform in line with non-disadvantaged and both groups performing in line with 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: assess our reading program and embed opportunities for Oracy and chances for children to use metacognition strategies eg - After reading a section, have readers summarise the main points in their own words/ If something doesn't make sense, encourage them to reread or seek clarification.

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
- RSE policy
- Curriculum policy
- Equality Strategy
- Recruitment policy
- Assessment policy