



Coleman Primary School

Equality Duty Information Report and Objectives

2023-2026

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## 1. Aims

Coleman 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
- Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Leicester City's diverse population & our school community (Census data 2011)

Leicester City is one of the most culturally diverse cities in the UK. Residents hail from over 50 countries from across the globe and it is home to approximately 350,000 people. Roughly 70 different languages and dialects are spoken and there is a rich diversity of different faiths and beliefs. Between 2001 and 2011, the census estimates that the city's usual resident population increased by over 45,000; Leicester is now the most populous urban centre in the East Midlands.

66% of the usual resident population was born in the UK and the city is 51% white, 37% Asian/Asian British (of whom 28 per cent are of Indian heritage), 6% Black/African/Caribbean/Black British, 4% Mixed/multiple ethnic groups, 3% other ethnic groups.

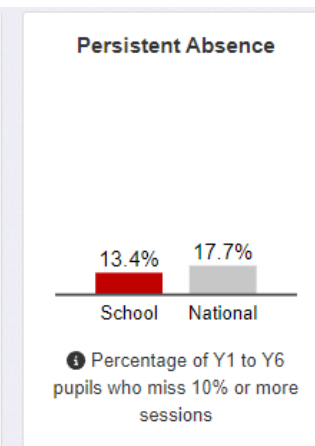
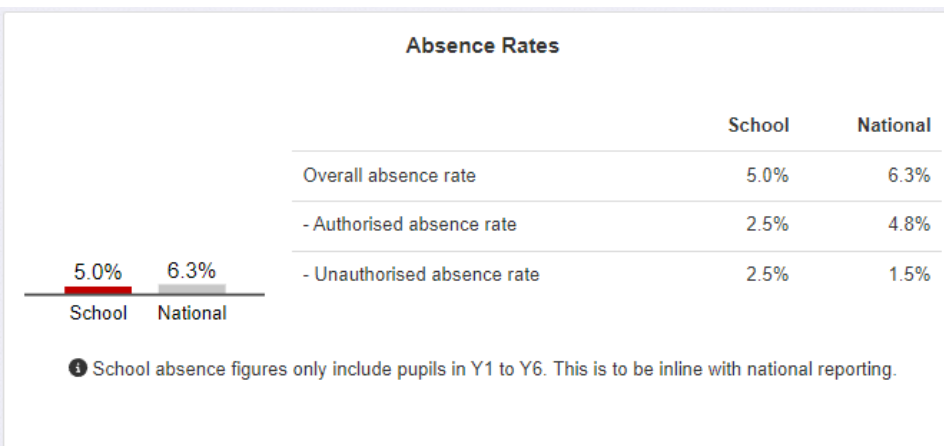
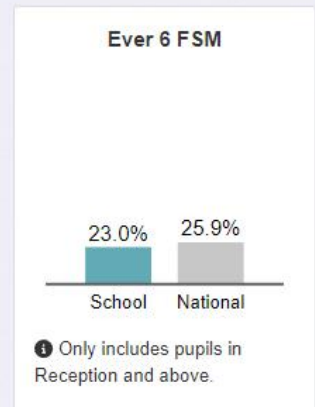
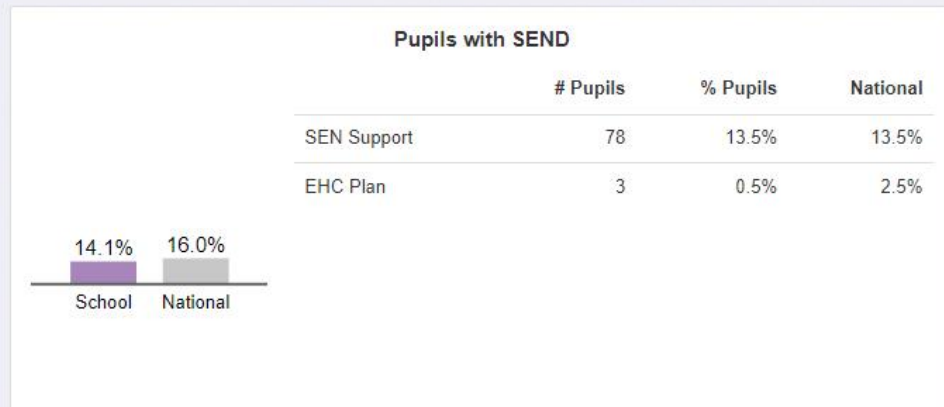
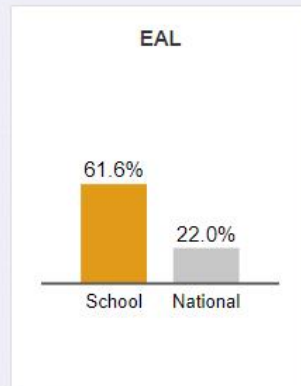
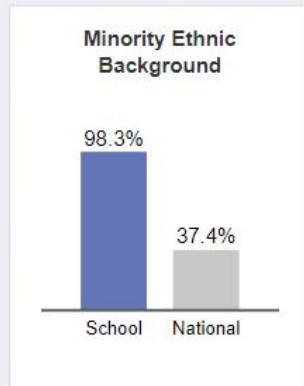
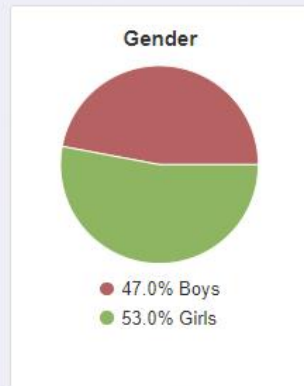
Christianity has the highest percentage of followers with 32%, with 23% declaring no religion, 19% Muslim, 15% Hindu, 4% Sikh, 1% other religions and 6% religion not stated.

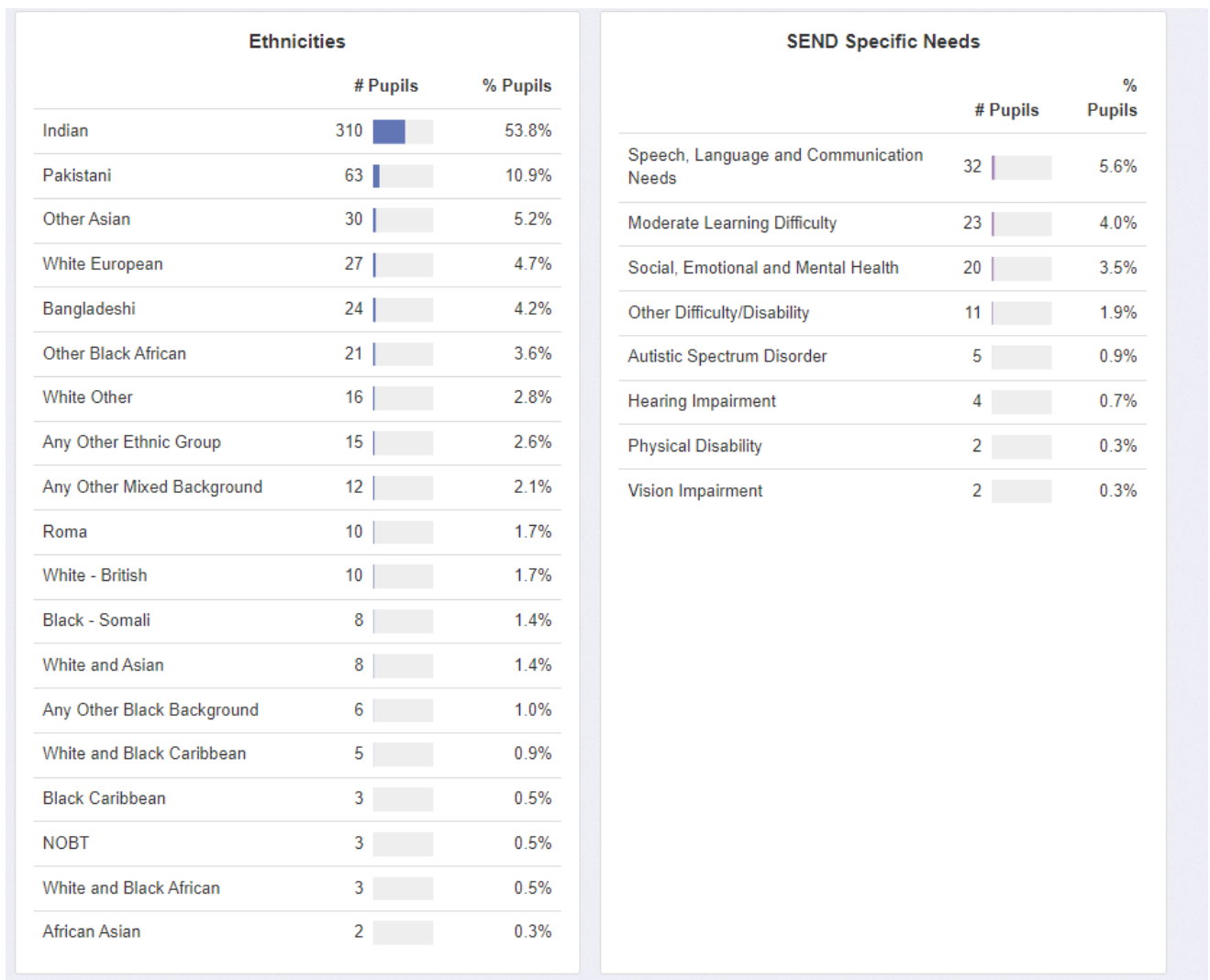
The 2011 census data shows Leicester is a more youthful place, has become even more diverse, has fewer marriages, has fewer senior citizen households, has more private housing rentals, has more overcrowding, has fewer households with no adults in employment, has fewer adults without qualifications, has less economic inactivity and has a lower rate of unpaid care.

## Demographics of Coleman Primary School

### 2023-2024: 576 Pupils

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Profile of our workforce

Ethnic code	Number of staff
AIND	36
AOTH	1
APKN	2
MWBC	3
OOTH	1
REFU	1
WBRI	25
WOTH	1
WROM	1
NULL OR BLANK	0

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### **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.

The designated senior member of staff with overall responsibility for monitoring equality issues is the Headteacher and two governors have responsibility for inclusion and diversity.

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

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

- Reviewed safeguarding policy to ensure it is in line with current legislation.
- Ensured all discriminatory incidents are recorded on CPOMS and appropriate action taken.
- 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:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing and determine strengths and areas for improvement, implement actions in response.
- 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.

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

- We have undertaken a review of our curriculum to assess the content with regard to inclusion and diversity. We want to ensure children are taught about significant individuals representing all groups with protected characteristics and to ensure all children see themselves represented in the curriculum we teach. We want to inspire all children to be ambitious and see the range of opportunities available to them.
- 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 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. She is also available on the playground for discussion with parents.

## **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 assemblies to celebrate the diverse nature of our school community, Leicester, 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.

- KS2 children were taken to a Festival of Religions to learn about the practices of key faiths and cultures to develop their understanding of and respect for other traditions.

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- The school council members have been working together to develop relationships across the school to have an understanding of the needs and ideas of children who are different from them and how the school can support everyone.

## 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.

Any necessary adaptations are added to the risk assessment.

## 8. Our equality objectives for 2023-2026

- To rewrite areas of the curriculum to include opportunities for children to learn about the achievements of people from different faiths and cultures or with protected characteristics so that they can see themselves, their families and communities represented in the taught curriculum.
- To add core texts about diverse groups to the English teaching cycle to ensure children read a wide variety of inclusive texts.
- To hold designated whole school events to promote understanding and respect for other faiths, cultures and to ensure protected characteristics are known and recognised.
- To check 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.
- To ensure equal access to sport and extracurricular provision for all children.

***Objective 1: By 2026, 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 Prosperity Project, 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:



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- We have a new library and have ensured that our new stock includes texts about children and adults from diverse backgrounds and with different protected characteristics. This will be kept under review.
- Improved our assembly structure
- Celebrate diversity – neurodiversity week, black history month etc, festival celebration days
- Reviewed our RE curriculum

***Objective 2: By 2026, increase the progress and attainment of disadvantaged pupils in all subjects to be is closer to that of their peers.***

Why we have chosen this objective:

Data analysis has revealed that children from disadvantaged backgrounds at Coleman do not perform as well as their peers or other disadvantaged 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 to implement planned intervention time and intervention groups
- New provision mapping tool and intervention support structure

***Objective 3: By 2026, 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:

Staff need training to understand the different protected characteristics so that they can plan effectively to meet the needs of all of our school community and have the appropriate language and understanding to discuss sensitive issues. Most staff are unaware of relevant policies or practices.

To achieve this objective, we plan to:

Use information from relevant organisations to develop a training package for each of the protected characteristics that can be delivered to staff. To review our policies to ensure all are in place and do not discriminate against any groups. To ensure the school website, X (formerly 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:

- New school website in place
- X feed (formerly Twitter) promotes activities

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**Objective 4: By 2026, ensure all children can access sport and extra-curricular opportunities.**

Why we have chosen this objective:

For some of our student population, there are fixed ideas about who can access particular sports and not all sports have been available for both boys and girls.

To achieve this objective, we plan to: canvass the pupil population about attitudes to sport and find out which sports they would like to participate in. To ensure that all clubs and extracurricular opportunities are accessible to all of our pupils.

Progress we are making towards this objective:

- Staff are aware of the need to ensure all opportunities are inclusive.
- Children with SEND can access the PE curriculum.
- We have held assemblies to promote sport for all.
- New house teams promote sporting co-operation and friendly competition and generate team spirit.
- Football training is now for boys and girls together and girls' teams are now competing as the boys have always done.
- Existing clubs now have a mixture of boys and girls.

## **9. Monitoring arrangements**

The Headteacher will update the equality information report and report on progress made against the equality objectives annually to the Governing Body. The Governing Body will review this report 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 Policy
- Recruitment policy
- Assessment policy