



# Equality Duty Information Report and Objectives

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<b>Approved by</b>	Advisory Board
<b>Approval date</b>	8 <sup>th</sup> March 2023
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## 1. Aims

Merrydale Junior 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 and culturally diverse cities in the UK.

Census information 2001 and 2011

Ethnic Group	2001 <sup>[1]</sup>		2011 <sup>[2]</sup>	
	Number	%	Number	%
White: British	169,456	60.54%	148,629	45.06%
White: Irish	3,602	1.29%	2,524	0.77%
White: Gypsy or Irish Traveller <sup>[note 1]</sup>			417	0.13%
White: Other	5,681	2.03%	15,066	4.57%
<b>White: Total</b>	<b>178,739</b>	<b>63.85%</b>	<b>166,636</b>	<b>50.52%</b>
Asian or Asian British: Indian	72,033	25.73%	93,335	28.30%
Asian or Asian British: Pakistani	4,276	1.53%	8,067	2.45%
Asian or Asian British: Bangladeshi	1,926	0.69%	3,642	1.10%
Asian or Asian British: Chinese <sup>[note 2]</sup>	1,426	0.51%	4,245	1.29%
Asian or Asian British: Other Asian	5,516	1.97%	13,181	4.00%
<b>Asian or Asian British: Total</b>	<b>85,177</b>	<b>30.43%</b>	<b>122,470</b>	<b>37.13%</b>
Black or Black British: Caribbean	4,610	1.65%	4,790	1.45%
Black or Black British: African	3,432	1.23%	12,480	3.78%
Black or Black British: Other Black	553	0.20%	3,315	1.01%
<b>Black or Black British: Total</b>	<b>8,595</b>	<b>3.07%</b>	<b>20,585</b>	<b>6.24%</b>
Mixed: White and Black Caribbean	2,841	1.01%	4,691	1.42%
Mixed: White and Black African	539	0.19%	1,161	0.35%
Mixed: White and Asian	1,908	0.68%	3,388	1.03%
Mixed: Other Mixed	1,218	0.44%	2,340	0.71%
<b>Mixed: Total</b>	<b>6,506</b>	<b>2.32%</b>	<b>11,580</b>	<b>3.51%</b>
Other: Arab <sup>[note 3]</sup>			3,311	1.00%
Other: Any other ethnic group	904	0.32%	5,257	1.59%
<b>Other: Total</b>	<b>904</b>	<b>0.32%</b>	<b>8,568</b>	<b>2.60%</b>
<b>Total</b>	<b>279,921</b>	<b>100.00%</b>	<b>329,839</b>	<b>100.00%</b>

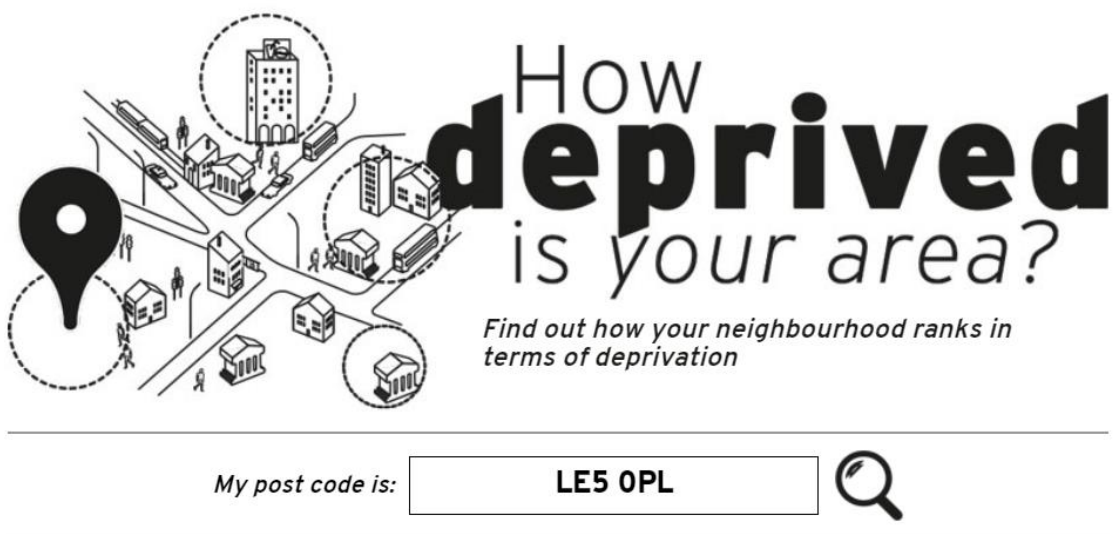
Insert school ethnic information

## Languages [\[ edit \]](#)

The most common main languages spoken in Leicester according to the 2011 census are shown below.<sup>[3]</sup>

Rank ↕	Language	Usual residents aged 3+ ↕	Proportion ↕
1	English	228,295	72.47%
2	Gujarati	36,347	11.54%
3	Punjabi	7,560	2.40%
4	Polish	6,192	1.97%
5	Urdu	3,376	1.07%
6	Somali	3,331	1.06%
7	Arabic	2,516	0.80%
8	Bengali (with Sylheti and Chatgaya)	1,808	0.57%
9	Portuguese	1,750	0.56%
10	Kurdish	1,520	0.48%
11	Tamil	1,498	0.48%
12	Hindi	1,095	0.35%
13	Persian	1,021	0.32%
14	Slovak	878	0.28%
15	French	849	0.27%
16	Shona	801	0.25%
17	Turkish	584	0.19%
18	Greek	546	0.17%
19	Swahili/Kiswahili	533	0.17%
20	Tagalog/Filipino	496	0.16%
	Other	14,015	4.45%


Insert school context



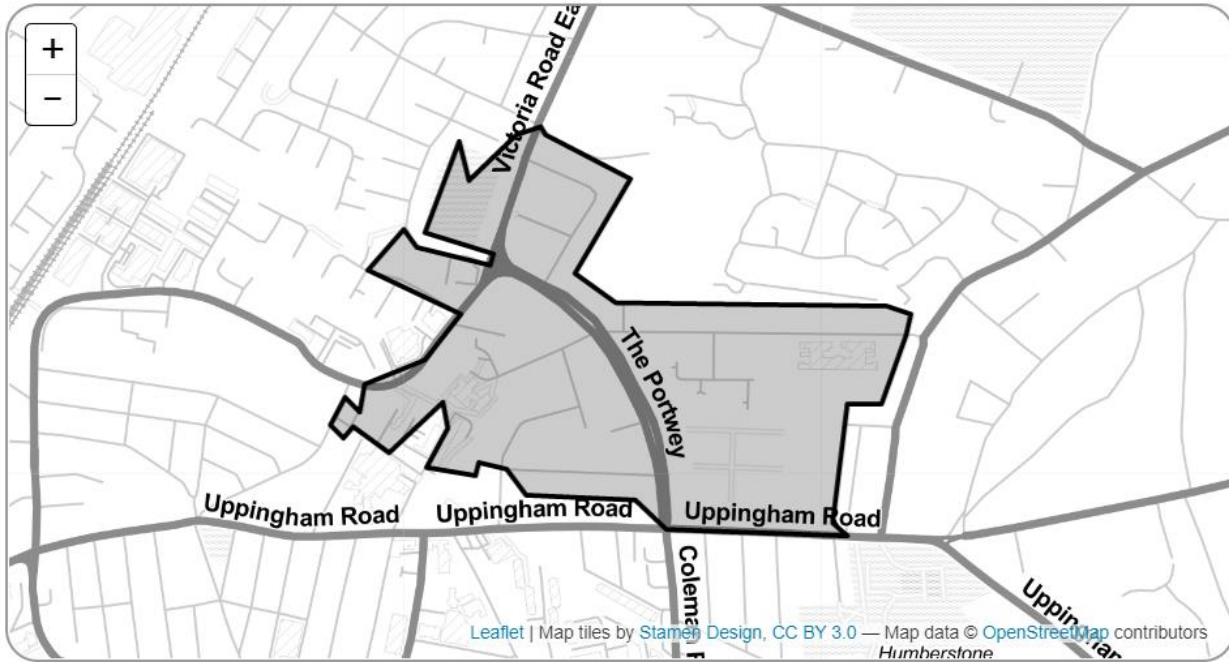
How  
**deprived**  
is your area?

*Find out how your neighbourhood ranks in terms of deprivation*

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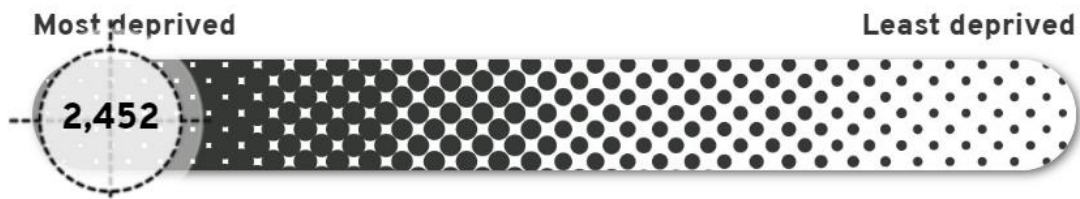
My post code is:  

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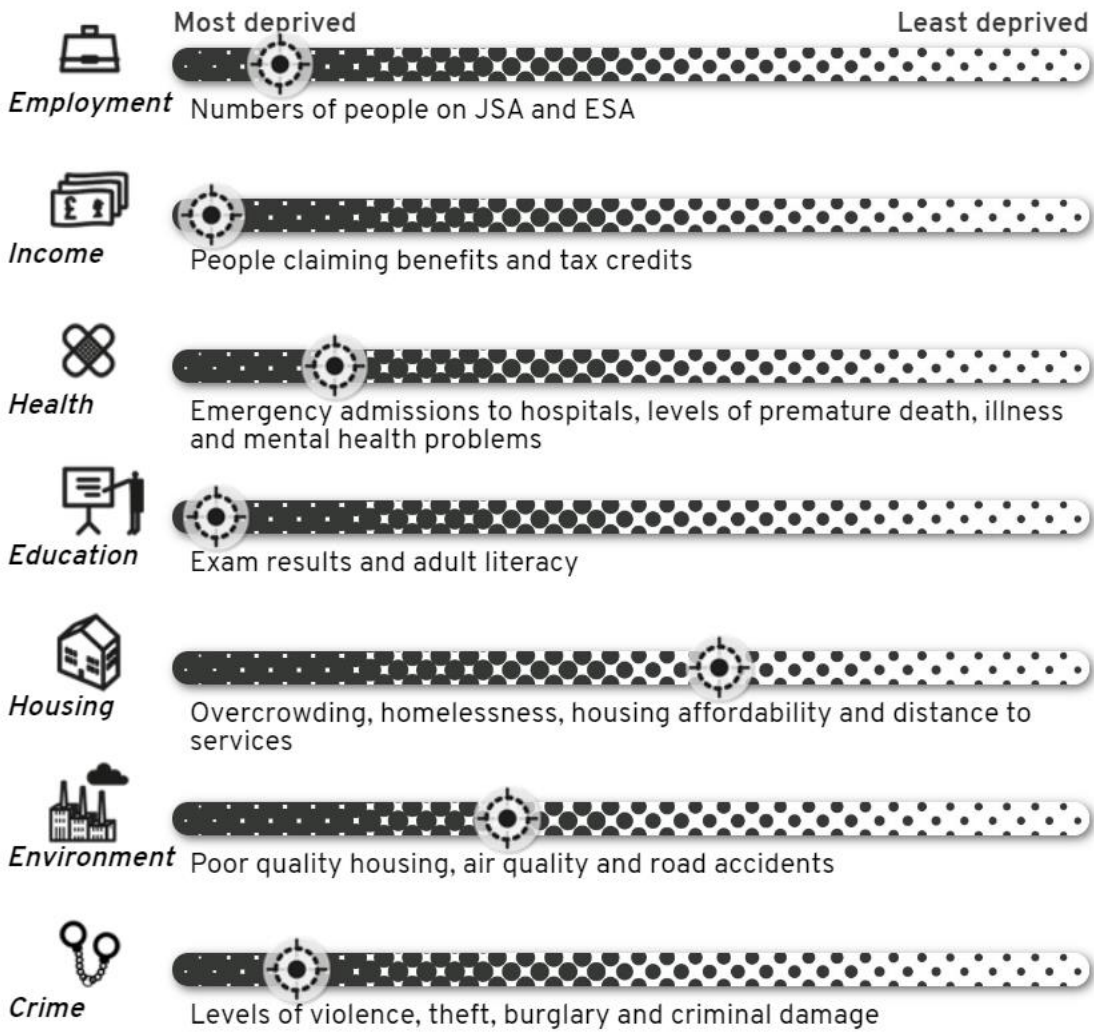


## Overall deprivation for your neighbourhood

Where you live is the **2,452nd** most deprived area of England.  
(out of 32,844 neighbourhoods)



## Individual categories





# Ministry of Housing, Communities & Local Government

## Local Authority Look-up

Leicester

Hover over each summary measure below for a description and further detail

## IoD2019 Interactive Dashboard - Local Authority Focus

The IoD2019 dashboard allows users to explore the 2019 English Indices of Deprivation data at both local authority district level and neighbourhood (LSOA) level. Users can select a local authority from the Local Authority Look-up box. Working clockwise, the maps will display where the local authority is located at different scales. The larger map will update with the locations of each neighbourhood within the local authority. This map has also been colour coded to display which decile the neighbourhood falls into nationally (dark blue indicating relatively more deprived and pale green indicating relatively less deprived). The Table beside provides more detail on each neighbourhood within the local authority, presenting its LSOA code, name, overall IMD2019 rank and decile, which has also been colour coded to correspond to the map. The Deprivation Domains box displays where the local authority ranks on each of the seven domains and supplementary indices. The IMD2019 Rank, Score and Rank of proportion of LSOAs in most deprived 10% nationally is displayed in each of the three gauges.

More guidance on the IoD2019 is available online [here](#)  
If you have any questions or feedback please email [indices.deprivation@communities.gov.uk](mailto:indices.deprivation@communities.gov.uk)

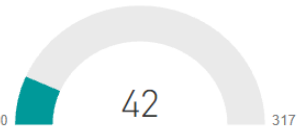
### Local Authority Rank



### Local Authority Score



### LSOA proportion in first decile (rank)



### Deprivation Domains

- 15 Income Rank
- 64 Employment Rank
- 15 Education, Skills & Training Rank
- 49 Health & Disability Rank
- 41 Crime Rank
- 70 Living Environment Rank
- 254 Barriers to Housing & Services
- 24 IDACI Rank
- 13 IDAOPI Rank

LSOA Code	LSOA Name	IMD Rank	IMD Decile
E01013615	Leicester 001A	21145	7
E01013616	Leicester 001B	14181	5
E01013618	Leicester 001C	9568	3
E01013619	Leicester 001D	1811	1
E01013733	Leicester 002A	14151	5
E01013734	Leicester 002B	11886	4
E01013735	Leicester 002C	16997	6
E01013736	Leicester 002D	14900	5
E01013737	Leicester 002E	15700	5
E01013600	Leicester 003A	1928	1
E01013601	Leicester 003B	2692	1
E01013602	Leicester 003C	2570	1
E01013603	Leicester 003D	705	1
E01013604	Leicester 003E	3391	2
E01013605	Leicester 003F	7363	3
E01013617	Leicester 004A	11782	4
E01013620	Leicester 004B	1077	1
E01013621	Leicester 004C	1638	1
E01013622	Leicester 004D	1600	1
E01013623	Leicester 004E	13677	5
E01013732	Leicester 005A	9151	3
E01013739	Leicester 005B	6671	3
E01013740	Leicester 005C	13144	5
E01013741	Leicester 005D	13257	5
E01013625	Leicester 006A	8133	3
E01013628	Leicester 006B	3513	2



# Ministry of Housing, Communities & Local Government

## Local Authority Look-up

North West Leicestershire

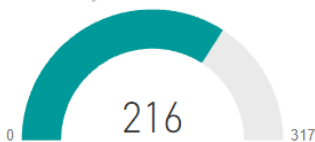
Hover over each summary measure below for a description and further detail

## IoD2019 Interactive Dashboard - Local Authority Focus

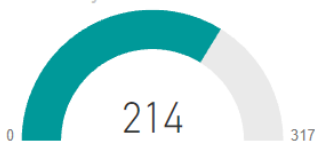
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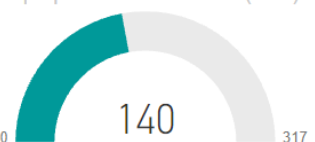
### Local Authority Rank



### Local Authority Score



### LSOA proportion in first decile (rank)



### Deprivation Domains

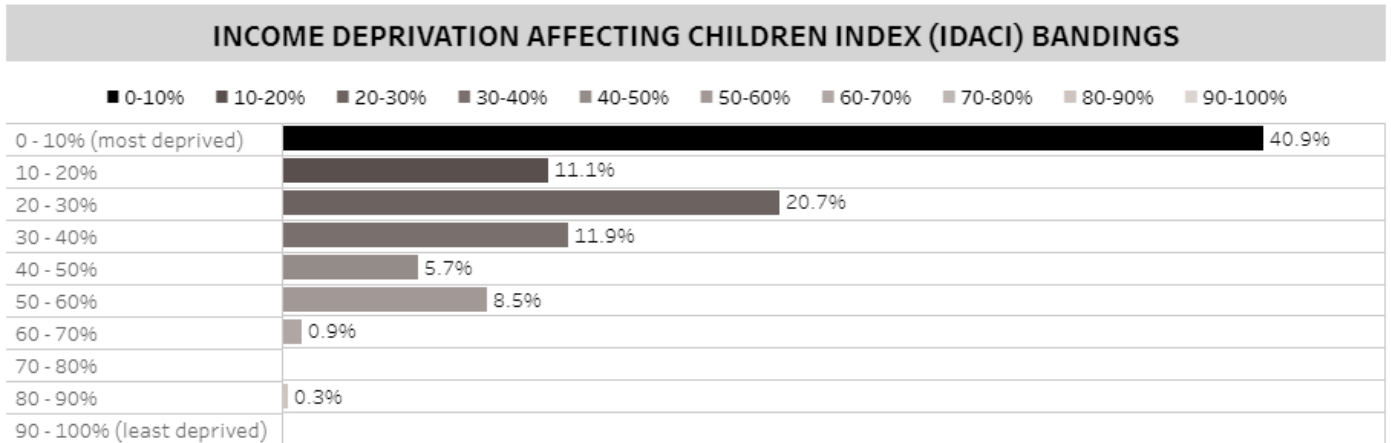
- 204 Income Rank
- 177 Employment Rank
- 125 Education, Skills & Training Rank
- 163 Health & Disability Rank
- 204 Crime Rank
- 274 Living Environment Rank
- 256 Barriers to Housing & Services
- 199 IDACI Rank
- 216 IDAOPI Rank

LSOA Code	LSOA Name	IMD Rank	IMD Decile
E01025924	North West Leicestershire 001A	19826	7
E01025925	North West Leicestershire 001B	17946	6
E01025926	North West Leicestershire 001C	25476	8
E01025927	North West Leicestershire 001D	14030	5
E01025928	North West Leicestershire 001E	31362	10
E01025923	North West Leicestershire 002A	23951	8
E01025944	North West Leicestershire 002B	29685	10
E01025945	North West Leicestershire 002C	27343	9
E01025946	North West Leicestershire 002D	23569	8
E01025915	North West Leicestershire 003A	29097	9
E01025916	North West Leicestershire 003B	29807	10
E01025917	North West Leicestershire 003C	28003	9
E01025918	North West Leicestershire 003D	11440	4
E01025960	North West Leicestershire 004A	20786	7





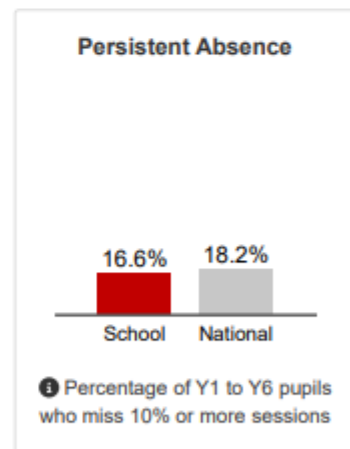
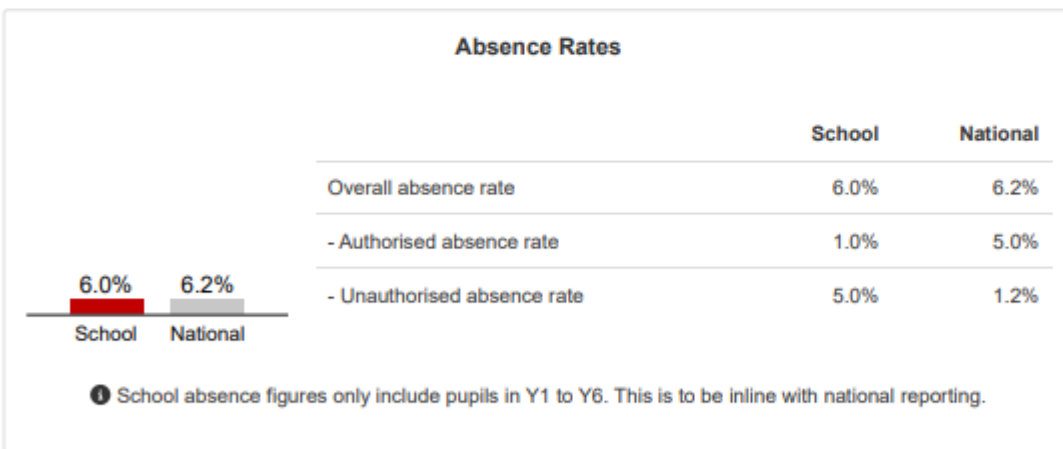
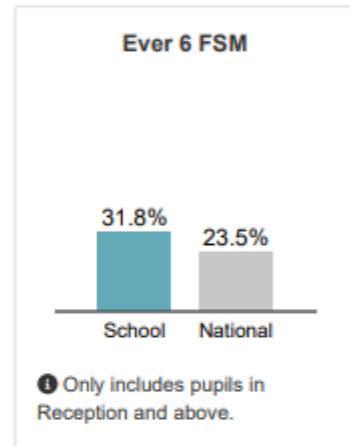
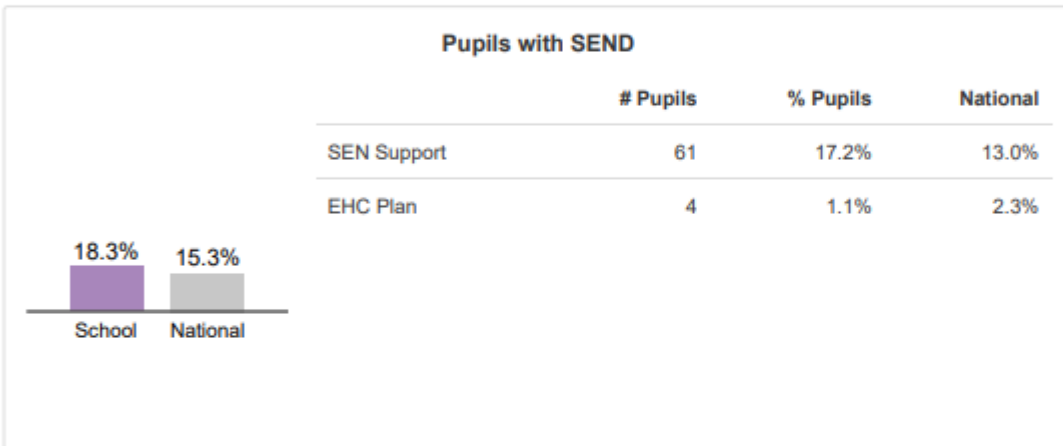
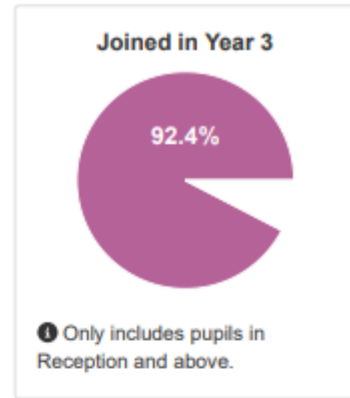
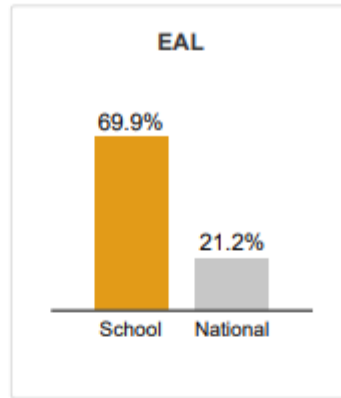
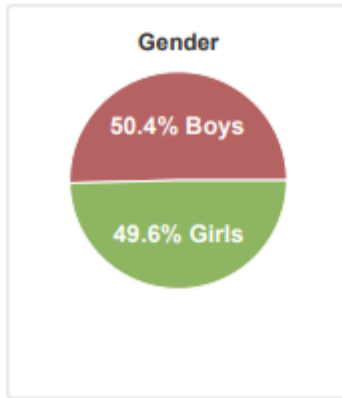
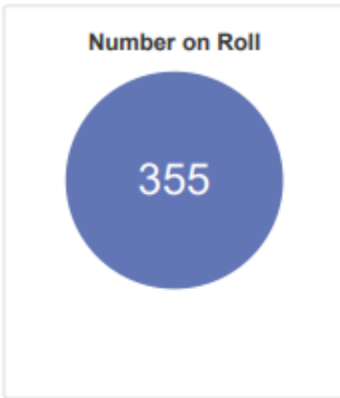
These are the deprivation rankings for our pupils based on 2022/23 school census information:



### The diverse population of our school

Our school community has its own unique make up:

[Information from the school census 2022/23](#)



### Year Groups

Year Group	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Year 3	88	46	42	67	38	21	12	0	5.7%
Year 4	89	45	44	71	42	34	14	2	5.8%
Year 5	90	43	47	63	40	29	20	1	6.5%
Year 6	88	45	43	47	30	29	15	1	6.0%

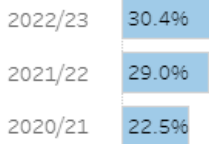
## FREE SCHOOL MEALS ELIGIBILITY (FSM)

Your Free School Meals eligibility was ...

# 30.4%



### FSM 3 YEAR TREND



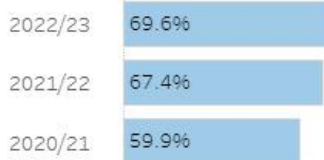
## ENGLISH AS ADDITIONAL LANGUAGE (EAL)

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

# 69.6%

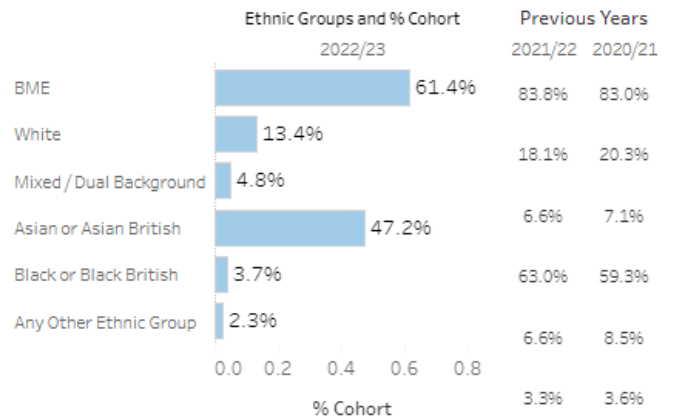


### EAL 3 YEAR TREND



## ETHNICITY

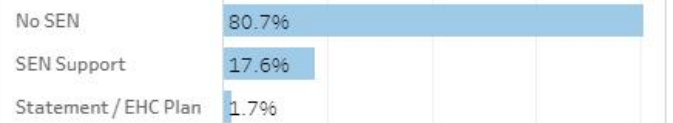
**61.4%** of 'All Pupils' are Black Minority Ethnic



## 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
84.9%	83.3%	13.5%	14.8%	1.6%	1.9%

## ATTENDANCE - 2021/22 Annual (6HT) Term

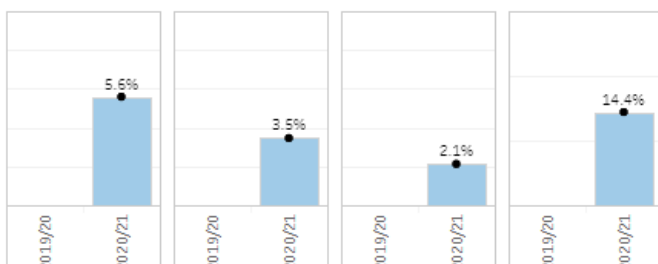
(Please note figures are for 'compulsory aged pupils' only)

YOUR LATEST ATTENDANCE FIGURES AND 3 YEAR TREND



### 2021/22 Annual (6HT)

Absence **6.8%**    Authorised **2.9%**    Unauthorised **3.8%**    10% PA **19.9%**



## 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	
2020/21	2019/20	2020/21	2019/20
0	0	0	0
0.00%	0.00%	0.00%	0.00%

## **The profile of our workforce.**

- **75.4% of our workforce identify as white British**
- **24.6% are from other ethnic backgrounds but low numbers may lead to identification of individual staff**
- **10% of our workforce identify as male**
- **90% of our work force identify as 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
- 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 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 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 the Anti bullying Policy
- Reviewed the safeguarding policy
- Reviewed safeguarding policy
- Adopted 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**

- Initial 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. Merrydale took on board the protected behaviours curriculum.
- We revised 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
- Completed Diversity training from FLICK dashboard, all staff
- Tutoring has been utilized to support disadvantaged pupils
- School signed up for the ECG app which will lead to further development of staff CPD.
- HT and DHT completed online questionnaire regarding their understanding of inclusive practice.
- 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

## **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.
- 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.
- 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.
- Following the passing of a child in our school we have decided to work with the Rainbows charity that looked after the child in order to raise money for them. The children and staff have been asked for ideas in regard to this.
- 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.
- As a school we had developed our sex and relationships curriculum and policy. We had presented this to the Advisory board and we organised parent groups and discussed the policy and how children were going to be taught. The resources have also been shared with the parents.

## 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

## 8. Our equality objectives for 2023-2025

**Objective 1:** By 2023 – Merrydale Junior school aims to reduce the gaps between our children groups and national, caused by the pandemic.

**Why we have chosen this objective:** Reducing our gaps in learning is our whole school focus after the lockdowns from Covid-19.

**To achieve this objective,** we plan to:

- Writing curriculum has been adjusted to address the issues that have arisen in different year groups.
- Year groups to identify the gaps in learning that need to be addressed

- SENDCo to provide support for the different needs in the year group
- Action Plan
- Moderation dates across the year
- Support provided by David Briggs
- Pupil Progress meetings

**Progress we are making towards this objective:**

- Whole school – CPD around improvements needed
- Rising stars results to show improvement as well as teacher assessments.
- Data presented to SIP – David Briggs – Aut 2
- Pupil Progress meetings – Aut 1 – Sum 2, that show on going improvements in attainment.

**Objective 2:** By 2025, consider working arrangements and recruitment options to support a wider talent pool and ensure equity in the school workforce.

**Why we have chosen this objective:** To ensure that the school workforce is diverse and that

**To achieve this objective, we plan to:** ensure that all job adverts include a diversity statement; to ensure that the recruitment process is a blind process; to complete reviews with staff to ensure that all members of the workforce have the opportunity to discuss their roles; to enable staff to have a flexible working pattern if required; to ensure that all staff and members of the Advisory Board complete diversity training.

**Progress we are making towards this objective:** all teachers and some members of the Advisory Board have completed Diversity training; all recruitment processes since January 2021 have been blind; staff reviews have taken place with staff identifying roles and training needs.

**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:** Merrydale Junior School 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
- Celebrate different countries and their position in relation to Merrydale / UK
- Share beliefs and customs of 'our' pupils' connected countries
- Following input from a parent the school now ensures that the children have access to prayer facilities during the Spring term

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