



# Equality Duty Information Report and Objectives

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## 1. Aims

Keyham Lodge School is committed to promoting a positive and diverse 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. 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.

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:

Pupils:

100% of pupils have Special Educational Needs

65.2% are eligible for FSM

86.6% are White British

8% are White and Black Caribbean

1.8% are White and Asian  
 0.9% are Black African  
 0.9% are Mixed other Heritage  
 0.9% are White and Black African  
 83% are boys  
 17% are girls

### The profile of our workforce and the advisory board

Any other ethnic background	3
Asian or Asian British, Indian	8
Black or Black British, Caribbean	1
Mixed, White and Black Caribbean	6
Not Obtained	2
White, British	52
White, Irish	1
	73
Female	39
Male	34

### 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 racist 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 annually through our staff inset training programme.

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 Modification Policy
- Reviewed the Equality Policy
- Reviewed the SEND Policy
- Adopted the changes in the KCSIE through the Safeguarding Policy
- Monitored CPOMS data and delivered interventions linked to incidents.

## **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)
- Listen to the views of parents/carers, staff and pupils

## **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 CORE, 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

- At Keyham Lodge School we have develop our CORE (Character, Oracy, Resilience and Emotional Intelligence) curriculum that teaches pupils about equality, key issues in society and our local community.
- Tutor Periods are used to additionally teach pupils our values, equality and inclusion.

## 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
- Is accessible to pupils with disabilities
- 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 2023-2027

### **Objective 1: By 2027, reduce the attainment gap at GCSE so that pupils with an EHCP perform in line with National.**

Why we have chosen this objective: Leicester performs below the national average for pupils with an EHCP

To achieve this objective we plan to: Ensure that pupils have access to a meaningful curriculum that closes gaps in knowledge at an accelerated rate and improve outcomes.

Progress we are making towards this objective: Outcomes continue to improve year on year with FFT demonstrating that pupils are making accelerated progress against their starting points. We and one other Special School are the only ones that enter pupils for GCSE with impacts on the local picture.

### **Objective 2: By 2027, reduce NEET rates for pupils with an EHCP in line with pupils with an EHCP nationally.**

Why we have chosen this objective: Pupils attain qualifications that prepare them for their next stage of Education, Employment or Training, however a restrictive post 16 offer is negatively impacting on NEET rates in the city of Leicester for pupils with SEMH.

To achieve this objective we plan to: Work collaboratively with further education to develop a greater network of support, apply for post 16 designation and work closely with the LA.

Progress we are making towards this objective: We have worked closely with the LA and are looking into development opportunities, have developed good relationships with some further education establishments and conducted in depth research into the causes of NEET and solutions.

### **Objective 3: By 2024, improve the representation of black and minority ethnic communities, so that this group increases from 0% to 15 % of the committee.**

Why we have chosen this objective: no representation on the governing board for the school from black and minority ethnic community.

To achieve this objective we plan to: increase the visible presence and opportunities within the governing board

Progress we are making towards this objective: we have a newly established governing board and are starting to develop the group and develop the working remit and presence of the team

## **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:

- Behaviour Modification Policy
- Physical Intervention Policy
- Equality Policy
- SEND policy
- Safeguarding Policy
- KCSIE