



## Equality Duty Information Report and Objectives

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## 1. Aims

Woolden Hill 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 2021 Census, most of the county population (87.5 percent) belong to White ethnic groups, (including White Irish). This equates to 623,429 people. The next largest ethnic group in Leicestershire is Asian, Asian British or Asian Welsh (8.2 percent), followed by the Mixed or Multiple Ethnic Group (2.2 percent) and Black ethnic groups (1.1 percent); 90.3% of people were born in the UK.

The largest religious group in the county is Christian (45.7 percent), followed by Hindus (3.7 percent), Muslims (2.3 percent) and Sikhs (1.7 percent). Just under a quarter of the population stated they had no religion (40.3 percent) while 5.5 percent did not state a religion.

Other data for Leicestershire county from the 2021 Census includes, 6.3% of people classified as disabled under the Equality Act have daily activities limited a lot. 67.3% of households classified as single family households. 13.2% do not have a car or van in the household. 16.7% of adults have no qualifications.


According to the 2025 Indices of Deprivation, Leicestershire is not deprived overall; the county is ranked 125<sup>th</sup> out of 153 upper tier authorities in England for Multiple Deprivation out of a total

296 authorities, where 1st is the most deprived of these upper tier authorities. Leicestershire is ranked at 116<sup>th</sup> for education, 114<sup>th</sup> for crime and 100<sup>th</sup> for barriers to housing, these are the 3 lowest sections for Leicestershire.

These are the deprivation rankings for our pupils based on 2025/26 autumn school census information: Our school was 204<sup>th</sup> out of 276 primary schools for deprivation with 1<sup>st</sup> being the most deprived.

**Deprivation Summary Analysis - Primary School Phase**

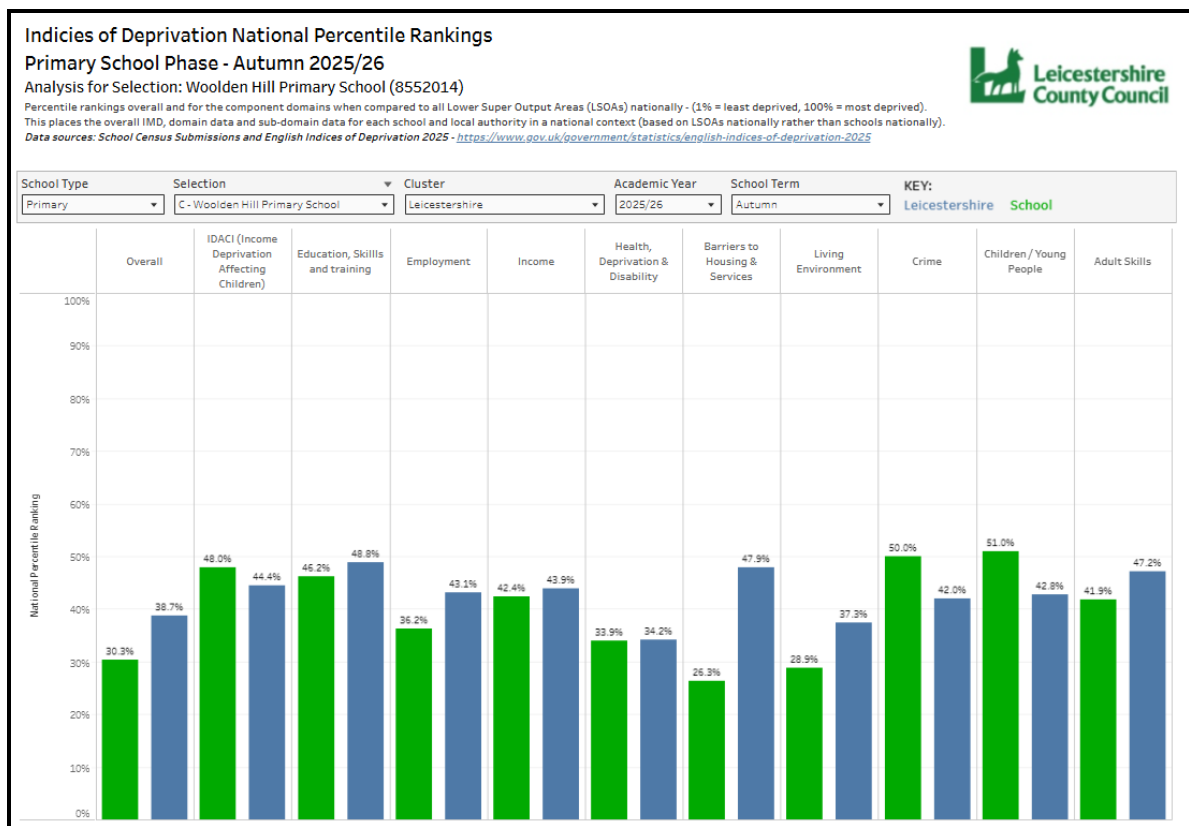
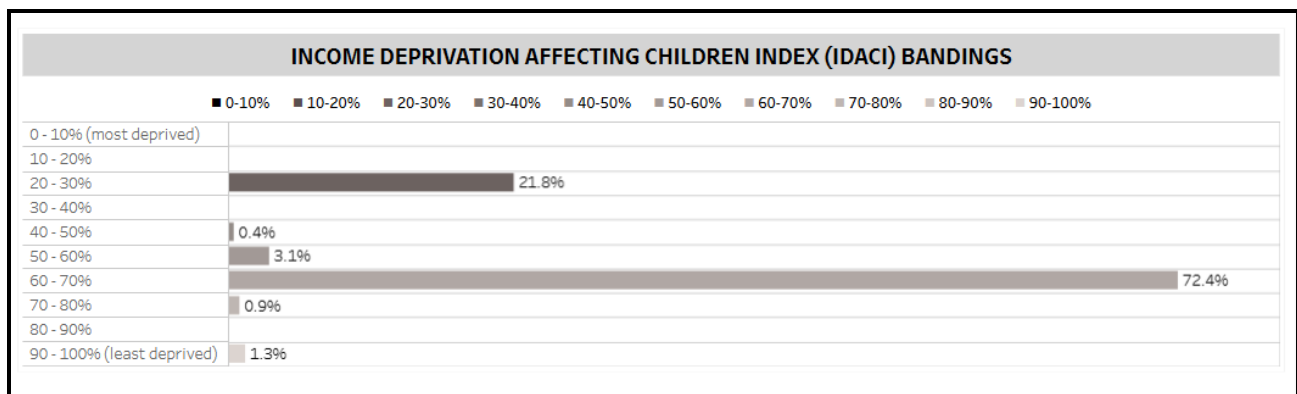
Please note the higher the ranking the least deprived the establishment is - eg. Rank 1 shows the most deprived school.  
 Data sources: School Census Submissions 2025/26 onwards English Indices of Deprivation 2025 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025>  
 Pre 2019/20 is from the English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>  
 Pre 2015/16 is from the English Indices of Deprivation 2015 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>



School Type	Multiple Schools / LA / Cluster	Academic Year	Cluster	Domain	NC Year	School Term
Primary	C - Woolden Hill Primary School	2025/26	Leicestershire	Overall	Overall	(All)

Academic Year / School Term  
2025/26  
Autumn

Cluster	Estab	Name	School Type	NC Year	Pupil Count	Average Score	Number of Schools	Rank	Percentile Rank if score treated as an area of the Country (1% = Most deprived, 100% = Least depriv..)
Leicestershire	8552014	Woolden Hill Primary School	Primary	Overall	205.0	11.21	276	204	30.3%

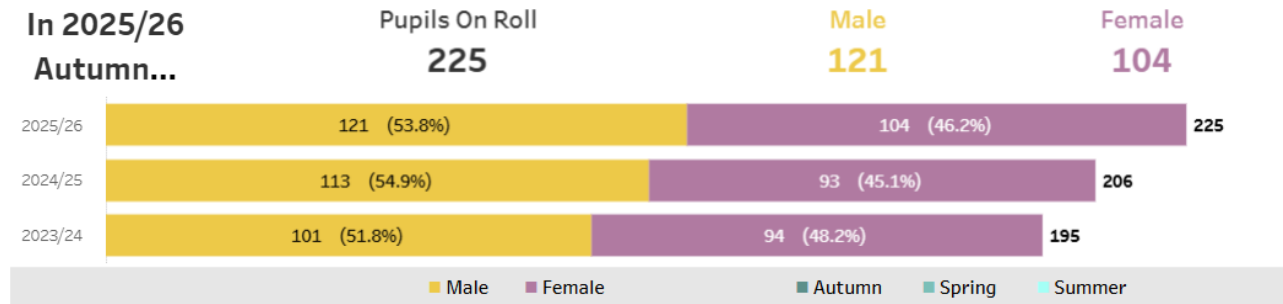


## The diverse population of our school

Our school community has its own unique make up:

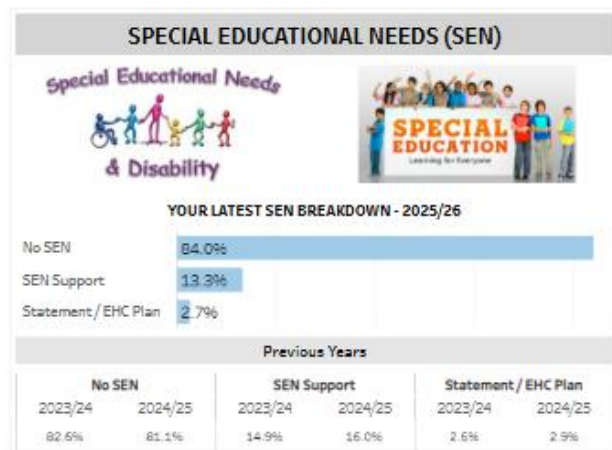
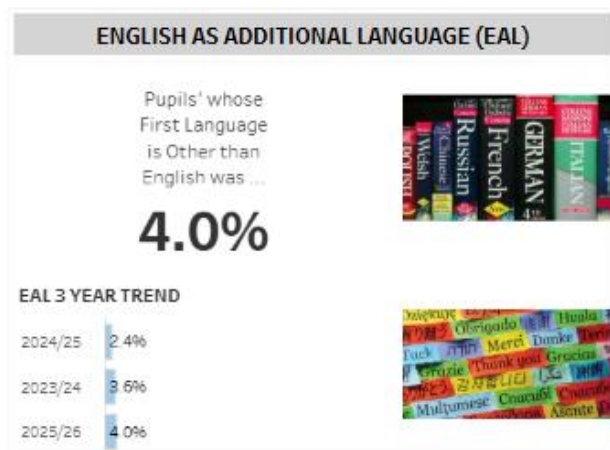
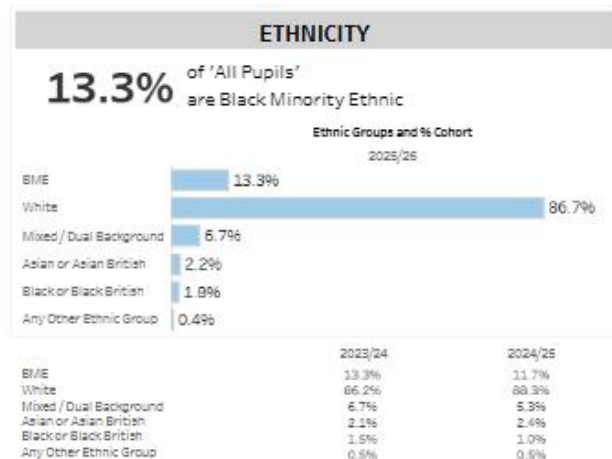
Information from the school census 2025/26

### Gender profile and demographics:



## School Census Infographics: 2025/26 Autumn

Selection: Woolden Hill Primary School (8552014)



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

- 95% of our workforce identify as white British.
- 85% of our workforce 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 and updated the Behaviour and the Anti-Bullying policy.
- Complete the Beyond Bullying Award and achieved Silver.
- 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 and updated the safeguarding policy.
- Reviewed Accessibility Plan.
- Continued to use blind recruitment procedures to ensure recruitment practices are not discriminatory using MyNewTerm.
- Reviewed the SEND policy.

## **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**

- The history, science and geography curriculum coverage has been reviewed to offer more diversity aligning to the National Curriculum expectations.
- Diversity annual training completed by all staff using FLICK dashboard.
- The SENDCO has continued to improve 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. This has included a dedicated SENCo email and catch up sessions at Parents Evenings.
- Teacher and support staff have continued to ensure that adaptations are available to ensure the accessibility of devices for all learners, including using accessible software, this has been monitored by the IT lead and SLT.
- The SENDCO has continued to provide equipment to support children with additional needs such as dyslexia friendly books, writing slopes, reading rulers, A4 overlays and reading pens.
- SLT has ensured that the Pupil Premium fund is allocated to families to use so that pupils have access to an after school club each week as well as for use for music lessons during the school day.
- The two school ELSAs have continued to work with identified pupils in school, to support wellbeing through a variety of interventions.
- The school has continued to build a relationship with the NHS mental health team to support pupils directly in school.
- The school has put Speech and Language support into EYFS through targeted interventions.

## **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**

- Fostered links with charitable organizations to promote and understanding of world issues, empathy and tolerance (ASHA, UNICEF, Water Aid, World Wildlife Fund, Bumble Bee Conservation, Children's Cancer Trust and Save the Children)
- Re-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.
- SLT and teachers have continued to deliver whole school and class assemblies to the 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.
- Year 5 pupils have been engaging with the wider trust on a whole school sustainability project, developing relationships with children from other schools who come from a range of backgrounds.

## **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 – 2028

**Objective 1: By 2028, reduce the gender gap in phonics pass rates so that boys perform in line with girls and both groups performing in line with National.**

**Why we have chosen this objective:** To reduce the current gap in phonics between boys and girls to ensure all pupils are reading by 6.

**To achieve this objective, we plan to:** Provide Quality First Teaching of synthetic phonics from EYFS; to ensure SALT screens identify needs within the cohort; appoint a SALT Assistant to deliver high quality intervention; to establish a pre-school on the school site to ensure early access to high quality phonics.

**Progress we are making towards this objective:** A well-established synthetic phonics system is in place (RWInc) and all staff have been trained; SALT assessments are completed at the onset of the school year to ensure pupils with needs are identified; intervention plans in place following screening to ensure gaps are being closed; early referrals to EPIC SALT team for children with additional needs.

**Objective 2: By 2028, increase the progress and attainment of disadvantaged pupils in line with all pupils nationally.**

**Why we have chosen this objective:** to close the gap between disadvantaged and non-disadvantaged pupils.

**To achieve this objective, we plan to:** Use Century Maths, Spelling and reading as interventions and in class based learning; daily reading sessions for all PP pupils; targeted intervention for year 5 to prepare for year 6; maths interventions for year 3 and 4 to ensure that they are able to pass the times table check in year 4; phonics interventions; colourful semantics and Fresh Start interventions; Zones of Regulation to support well-being; ensure that all pupils have access to their own device in key stage 2, with tablets and laptops available to KS1.

**Progress we are making towards this objective:** We have established the use of Century for Reading and Maths for all of key stage 2. We have trained staff in Colourful Semantics, Fresh Start and Zones of Regulation. Risk Mitigation plan in place for year 6. All of KS2 have their own device, with 5 tablets and 30 laptops for KS1 and EYFS.

**Objective 3: By 2028, 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 staff have completed Diversity training; all recruitment processes using MNT have been blind; staff reviews have taken place with staff identifying roles and training needs.

## 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