

Equality Duty Information Report and Objectives

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Aims

Millgate School 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.

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.

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. Millgate School prides itself on offering places across the city and its surrounding cities.

The diverse population of our school

Our school community has its own unique make up:

We currently have 122 pupils on roll.

92.62% are boys and 7.38% are girls.

Number of students	Male	Female
Primary	17	2
Secondary	96	7

Free School Meals eligibility is 82.79%

2.46% of the school are pupils with English as an additional language (EAL)

4.92% of the school are pupils with Special Educational Needs and Disabilities (SEND).

95.08% of the SEND pupils have an Education Health and Care Plan (EHCP)

6.56% of the school are Looked After Children (LAC).

Ethnicity	Number of children	Percentage
White	97	79.51%
BAME	9	7.38%
Dual heritage	16	13.11%
Info not yet obtained	0	0%
Refused	0	0%

The profile of our workforce and the advisory board

Overall staffing

Gender	Number	Percentage
Female Support	45	46.46%
Female Teaching	14	14.14%
Male Support	22	22.22%
Male Teaching	18	18.18%

Ethnicity	Number	Percentage
Any White Background Support	46	46.46%
Any White Background Teaching	20	20.20%
Dual Heritage Support	3	3.03%
Dual Heritage Teaching	1	1.01%
BAME Support	5	5%
BAME Teaching	4	4.04%
Information Not Yet Obtained	20	20.20%

Senior Leadership Team

33% Non-White British	67% White British
50% Male	50% Female

Languages spoken in our school:

English German Gujarati Portuguese Romanian	
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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 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 as part of their induction, and all staff receive refresher training every November. All staff complete this training on Flick and upload certificates on our all staff teams channel. The equality act forms part of our induction and staff our set assignments.

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 ASD specific reflection tools and intervention for bullying along with staff training.
- 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 for both staff and students.
- 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 with in the curriculum focussing on respecting and valuing difference, working in and with the wider community.

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 (To improve)

What we did during the last year

Over the last 18 months, Millgate has started to develop and improve equality for our female pupils coming to school in a male dominated setting. The branding of Millgate School has been recreated and now with an improved representation for gender, race and ethnicity. Girls afternoons and evenings have taken place along with adapted activities at break and lunch time. Further work is underway to continue to build on our curriculum, uniform and culture.

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 (Pillars), 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 and Art Children are introduced to a wide range of Artists and designers.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies.
- Working with our local community. As part of our Pillars curriculum and Student development time the school organises 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 children are encouraged to attend extended day.

What we did during the last year

- Developed and implemented our curriculum characters (the politician, the architect, the mentor, the investigator and the reporter). The characters are specifically working on building key attributes and personal characteristics but in addition children are learning about culture, difference and tolerance. We have also developed our assessment descriptors in these areas.
- Launched a new student council team for the year.
- Launched our girls afternoon to build and improve relationships and friendships.
- Introduced personal development time focussing on EHCP targets which include improving social skills with peers, staff and positive behaviours in school and away from schools.

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 and acceptance
- 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.

Our equality objectives for 2021-2025

1. **To recruit new members to our advisory board and Parent-Teacher Association to ensure a better representation of the diversity in Leicester City.**
 - To achieve this objective we plan to: recruitment for additional member from Millgate School and additional member to represent our families to improve representation. Create 3 windows for parental engagement dates and identify agenda for discussion.
 - Progress we are making towards this objective: evaluation of age and gender representation has been reviewed with in the advisory board.
2. **Develop an intervention that addresses our concerns highlighted on CPOMS and safeguarding concerns around dual heritage and mixed ethnicity; to understand and appreciate our origins and self-identity**
 - Why we have chosen this objective: data evidences a rise in racist incidents often towards students own race along with concerns around emotional wellbeing, acceptance and self-esteem.
 - To achieve this objective we plan to: create a focused group by 2023 for mixed race children at Millgate School. Create a therapy model focussing on identity, culture, self-esteem and acceptance.
3. **To continue to support the female students in putting their stamp on our school; nurturing a culture of inclusivity and making them feel comfortable in sharing their views in developing our curriculum, environment and culture.**
 - Why we have chosen this objective: the increase number of females that are joining our school community need fair representation and a voice in order to have a curriculum, environment and culture that reflects their interests and views.
 - To achieve this objective we plan to: consult with students using student voice, during student council meetings and through discussions with focus groups in order to consider uniform, activities during the school day and extended day, during whole school events and trip. We will discuss pathways and progression as our females students start to consider their options and we will shape the curriculum to meet their needs.

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.

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
- Recruitment policy
- Assessment policy