



**Kibworth CE**  
**Primary School**

Let Your Light Shine  
Matthew 5:16



## **Kibworth Primary School Public Sector Equality Duty (PSED) Statement, Information and Objectives**

Kibworth Primary School will abide by the provisions of the Equality Act 2010 and has developed this Equality Statement to help us meet our Public Sector Equality Duty under the Equality Act 2010. The Equality Duty makes sure public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

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### **1. Aims**

Kibworth CE Primary School aims to meet its 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 articles of association.

### 3. Leicestershire’s diverse population & our school community

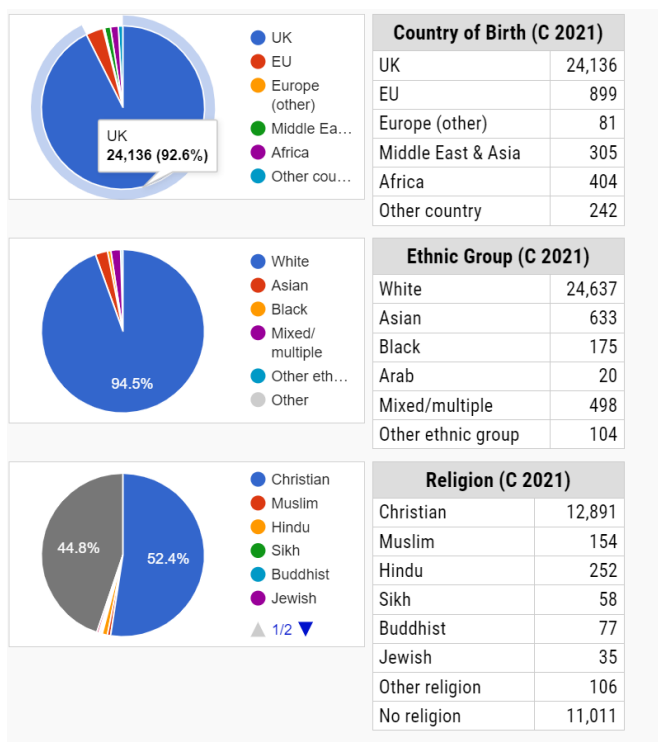
Leicestershire is an ethnically and culturally diverse county, benefiting greatly from close links with Leicester, one of the most culturally diverse cities in the UK.

The overall population of Leicestershire has risen by 9.5% in the 10 years since the 2011 census. Rising from 650,489 in the 2011 national census to 712,300 in the 2021 census (rounded to the nearest 100).

The number of households in the county has risen by 11 per cent from 267,434 in the 2011 census to 296,400 in the 2021 census (rounded to the nearest 100).

According to the 2021 Census, most of the county population (94 percent) belong to White ethnic groups. The next largest ethnic group in the Market Harborough area is Asian (2.4 percent), followed by the Mixed or Multiple Ethnic Group (1.9 percent) and Black ethnic groups (0.7 percent);

The largest religious group in the county is Christian (62 percent), followed by Hindus (1 percent), Muslims (0.6 percent) and Sikhs (0.2 percent). Just over a quarter of the population stated they had no religion (44.8 percent).



In 2021, 16.2 percent of the county population considered themselves to have a condition that limited their day to day activities, higher than the rates for the East Midlands and England.

According to the 2015 Indices of Deprivation, Leicestershire is not deprived overall; the county is ranked 136th out of 152 upper tier authorities in England for Multiple Deprivation, where 1st is the most deprived.

These are the deprivation rankings for our pupils based on 2020/21 school census information:

In 2020/21 our school was 258th out of 272 primary schools for deprivation with 1st being the most deprived.

## The diverse population of our school

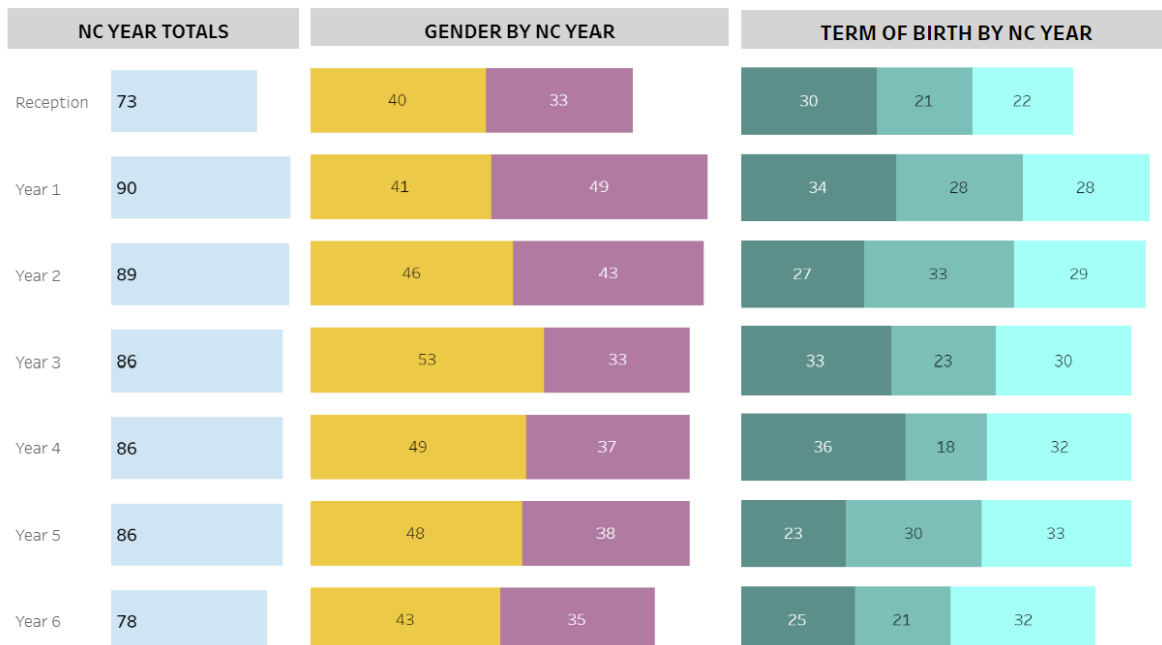
Our school community has its own unique make up:

### Information from the school census Summer 2023

In 2022/23  
Summer... Pupils On Roll **588** Male **320** Female **268**

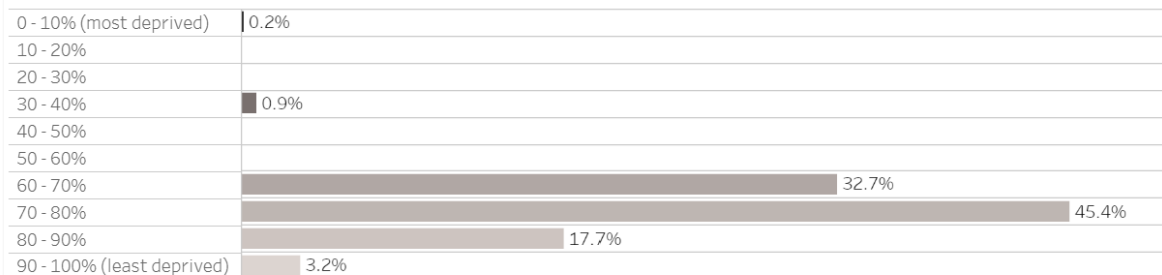


Male Female Autumn Spring Summer



### INCOME DEPRIVATION AFFECTING CHILDREN INDEX (IDACI) BANDINGS

0-10% 10-20% 20-30% 30-40% 40-50% 50-60% 60-70% 70-80% 80-90% 90-100%



# School Census Infographics: 2022/23 Summer

Selection: Kibworth Church of England Primary School (8553048)



### FREE SCHOOL MEALS ELIGIBILITY (FSM)

Your Free School Meals eligibility was ...

# 11.2%

**Free School Meals**  
Are you entitled?

**FSM 3 YEAR TREND**

2022/23	11.2%
2021/22	10.4%
2020/21	10.6%

### ETHNICITY

**15.6%** of 'All Pupils' are Black Minority Ethnic

Ethnic Groups and % Cohort	2022/23	Previous Years
		2020/21
BME	15.6%	13.5%
White	85.0%	81.3%
Mixed / Dual Background	7.3%	5.9%
Asian or Asian British	4.3%	3.9%
Black or Black British	0.3%	0.3%
Chinese	0.2%	0.2%
Any Other Ethnic Group	0.9%	0.7%

### ENGLISH AS ADDITIONAL LANGUAGE (EAL)

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

# 3.6%

**EAL 3 YEAR TREND**

2022/23	3.6%
2021/22	3.5%
2020/21	3.1%

### SPECIAL EDUCATIONAL NEEDS (SEN)

**YOU LATEST SEN BREAKDOWN - 2022/23**

No SEN	86.6%
SEN Support	11.6%
Statement / EHC Plan	1.9%

**Previous Years**

No SEN		SEN Support		Statement / EHC Plan	
2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
89.4%	89.1%	8.5%	9.0%	2.1%	1.8%

### ATTENDANCE - 2022/23 Autumn/Spring Term

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

**School Matters!**  
Attend Today, Achieve Tomorrow

**YOUR LATEST ATTENDANCE FIGURES AND 3 YEAR TREND**

2022/23 Autumn/Spring		10% PA	
Absence	Authorised	Unauthorised	
3.5%	2.9%	0.7%	4.8%

### EXCLUSIONS - 2022/23 Autumn Term

(Please note figures are for 'All Pupils' on roll)

**SCHOOL BEHAVIOUR**

**LATEST NUMBER OF EXCLUSIONS AND 3 YEAR TREND**

2022/23 Autumn		2022/23 Autumn	
Fixed Term	Permanent	Fixed Term	Permanent
1	0	0	0
2020/21	2021/22	2020/21	2021/22
2	2	0	0

	2022/23	2021/22	2020/21
2022/23	0.17%		
2021/22		0.33%	0.000%
2020/21			0.33%

### **3. Roles and responsibilities**

The Advisory Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to advisory board members

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **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.

Staff and advisory board members are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. The school has designated the headteacher as responsible for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities including creative and sporting events)

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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own 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 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

## **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

## **8. Equality objectives**

These specific objectives will last for 4 years but progress against specific action points will be made every 12 months and the objectives altered if this is appropriate.

### **Objective 1: Equality in Recruitment**

Ensure all staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Progress we are making includes:

- Job adverts have a diversity statement
- The recruitment process ensures protected characteristics are unseen
- All members of interview panels have completed equal opportunities training
- All teachers and classroom support staff to have completed equal opportunities and non discrimination training
- Two members of the advisory board have completed diversity training.

#### **Our next steps include:**

- Evaluating diversity and equality data from applications and identify trends
- Evaluate how to attract a broad and diverse workforce from the trends

### **Objective 2: Ensuring Equality and Diversity across the Curriculum**

Evaluate our Curriculum and resources to ensure they accurately reflect the aims and values set out in this policy.

Progress we are making includes:

- Ensuring that all planning across our curriculum features correct representation in terms of, origin and culture and in terms of protected characteristics
- Ensuring that the cycle of collective worship is inclusive and diverse
- Creating a newsletter to raise awareness of equality and diversity
- Diversity and equality checks carried out in History and Science to ensure the role models used are fully representative

#### **Our next steps include:**

- Carry out curriculum diversity and equality checks in Art and English
- Develop pupil understanding of the diversity of our school population
- Develop further celebration of diverse school community

### **Objective 3: Closing the Digital Divide**

Ensure that there is support for families with loaned devices to understand how to effectively use them to enhance the children's learning and close the gap between disadvantaged pupil and their peers.

Progress we are making includes:

- Create a universal offer of access to technology for all children from disadvantaged families



- Provide a free yearly service for all loan devices
- Provide free technical support as required
- Monitor appropriate usage of devices and filtering applied
- Ensure sufficient devices available for all children who need them
- Provide free access to key productivity tools such as Office 365 for all families

**Our next steps include:**

- Developing sustainability in the loan system to ensure devices are replaced as necessary
- Building partnerships to source devices
- Provide free IT training to families to develop digital skills and safeguarding

**Monitoring arrangements**

The headteacher will update the equality information we publish, at least every year. This document will be reviewed by the advisory board at least every 4 years.

This document will be approved by the advisory Board

**Links with other policies**

This document links to the following policies: • Accessibility plan • Risk assessments • Equal opportunities Policy

Approved by:

Nikki Matthew Headteacher

Andrew Peterson Advisory Board Chair

Equality Objectives Set : September 2021

Final Review Date: September 2025

Last reviewed: September 2023

Next review due by: September 2024