



Kibworth CE
Primary School

Let Your Light Shine
Matthew 5:16

Equality Duty Information Report and Objectives

Version number	2.0
Approved by	Advisory Board
Approval date	April 2025
Policy/document owner	Nikki Matthew
Status	Statutory
Frequency of review	Annual
Next review date	April 2026

Contents

1. Aims	3
2. Legislation and guidance	3
3. Leicestershire's diverse population & our school community	3
3. Eliminating discrimination	6
5. Advancing equality of opportunity	7
6. Fostering good relations.....	9
7. Equality considerations in decision-making	10
8. Our equality objectives for 2025-2029	10
9. Monitoring arrangements	11
10. Links with other policies	11

1. Aims

Kibworth CE 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. The Ethnic group information from the 2021 census became available on 29th November 2022. The 2021 population according to the 2021 census was 712,300 (rounded to the nearest 100).

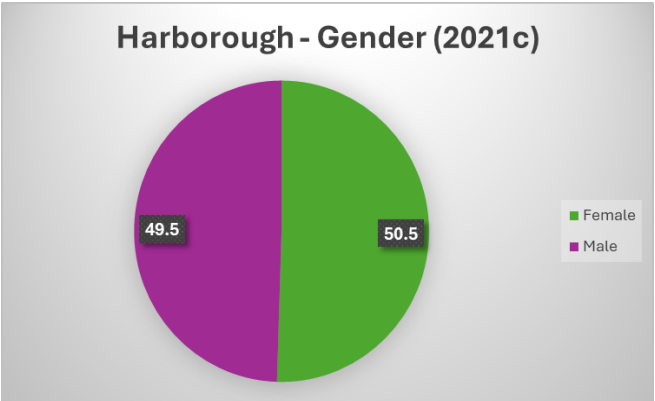
According to the 2021 Census, most of the county population (87.5 percent) belong to White ethnic groups. This equates to approximately 623, 429 people. The next largest ethnic group in Leicestershire is Asian (8.2 percent), followed by Mixed Ethnic Group (2.2 percent) and Black ethnic groups (1.1 percent). The largest religious group in the county is Christian (45.7%), followed by Hindus (3.7%), Muslims (2.3%) and Sikhs (1.7 percent). 40.3% of the population stated they had no religion while 5.5 percent did not state a religion. Source: ONS - 2021 Census (TS030)

In 2021, 16.5 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 2019 Indices of Deprivation, Leicestershire is relatively less deprived compared to many areas in England. Overall, the county is ranked 141st out of 151 upper tier authorities in England for Multiple Deprivation, where 1st is the most deprived.

Harborough is a growing market town in south Leicestershire close to the border with Northamptonshire. According to the 2021 Census, the population size within the district of Harborough has increased by 14.3% from around 85,400 in 2011 to 97,600 (rounded to the nearest 100).

The following data sets show the latest statistics for the district.



Harborough – Age (2021c)

Age	Count	%
0-4 years	4,719	4.8
5 - 9 years	5,371	5.5
10 - 15 years	7,107	7.3
16 - 19 years	4,200	4.3

Ethnic group

	Persons	
	Harborough Local Authority	
	count	%
All usual residents	97,623	100.0
Asian, Asian British or Asian Welsh	5,298	5.4
Black, Black British, Black Welsh, Caribbean or African	699	0.7
Mixed or Multiple ethnic groups	2,003	2.1
White	88,851	91.0
Other ethnic group	772	0.8

In order to protect against disclosure of personal information, records have been swapped between different geographic areas and counts perturbed by small amounts. Small counts at the lowest geographies will be most affected.

Source: ONS - 2021 Census (TS021)

[Show table notes...](#)

Religion

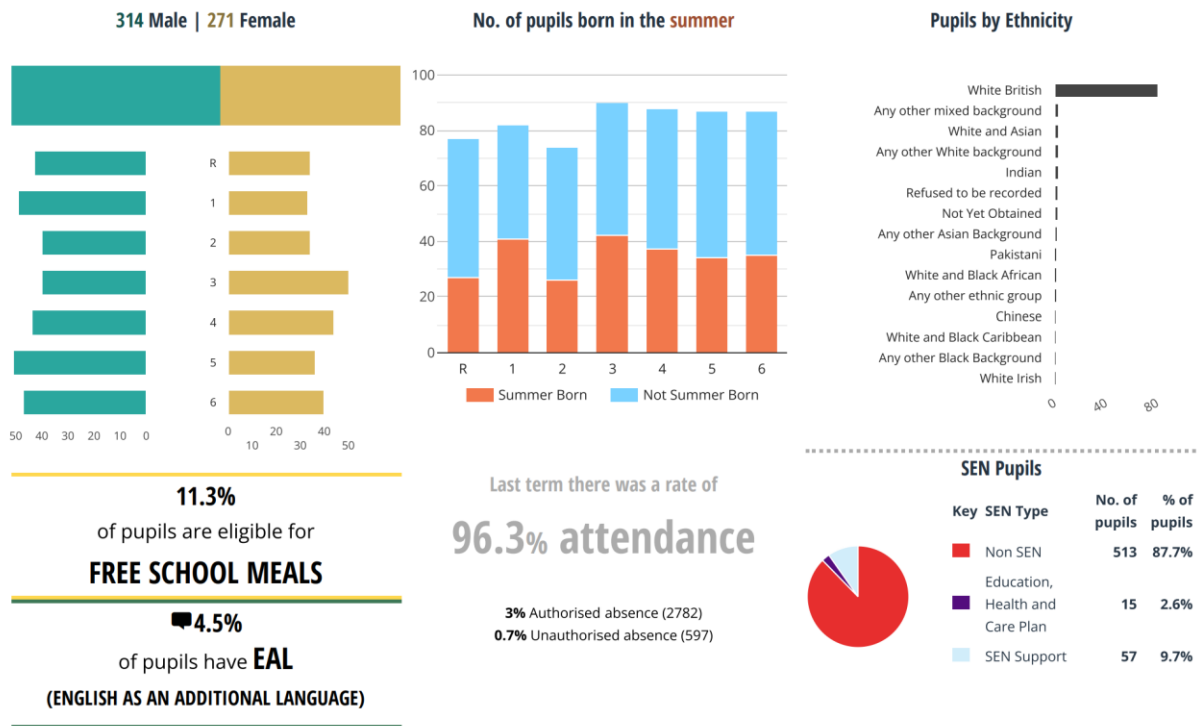
	Persons	
	Harborough Local Authority	
	count	%
All usual residents	97,624	100.0
No religion	37,480	38.4
Christian	49,046	50.2
Buddhist	256	0.3
Hindu	2,477	2.5
Jewish	118	0.1
Muslim	1,120	1.1
Sikh	1,467	1.5
Other religion	379	0.4
Not answered	5,281	5.4

In order to protect Source: ONS - 2021 Census (TS030)

The diverse population of our school (2024/25 – January 25 Census)

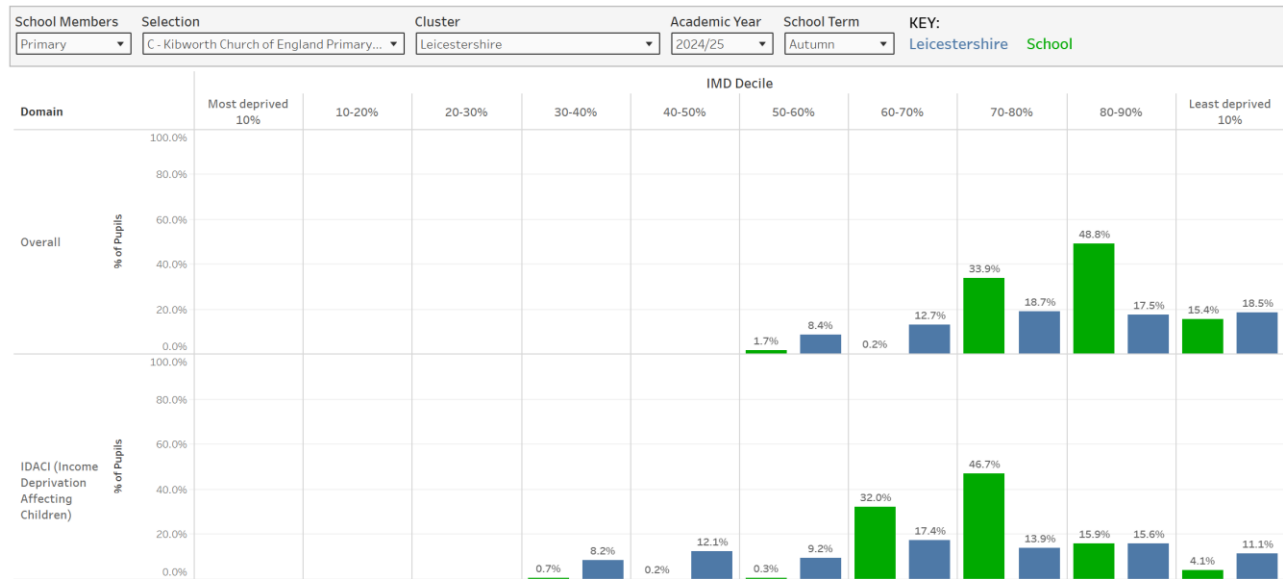
Kibworth Primary School is part of Discovery Academy Trust which consists of fifteen primary schools and three special schools who work closely in partnership for the benefit of all our children across Leicester and Leicestershire. We also enjoy working in partnership with many of our local schools and schools within the Leicestershire Diocese - both primary and secondary.

Our school community has its own unique make up as detailed below. Historically the gender split has been boy heavy and currently remains so. The ethnicity across the school reflects the general population Leicestershire.



IDACI Analysis (Income Deprivation Affecting Children Index)

This shows a breakdown for our school population in 2024/25 Autumn Term.



The overall IDACI ranking percentage is currently 7% (IDACI 2019). Overall, we are ranked 258 out of 275 schools across Leicestershire with rank 1 being the most deprived. This is a ranking of 15.4%; a ranking of 1% is the least deprived and 100% the most deprived. Our pupil premium currently sits at 14.4%.

Below is a deprivation summary analysis in comparison with other local schools.

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 2019/20 onwards English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Pre 2019/20 is from the English Indices of Deprivation 2015 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

Pre 2015/16 is from the English Indices of Deprivation 2010 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2010>



School Type	Multiple Schools / LA / Cluster		Academic Year	Cluster	Domain	NC Year	School Term	
Primary	(Multiple values)		2024/25	Leicestershire	IDACI (Income Deprivation Affecting Children)	Overall	(All)	
					Academic Year / School Term 2024/25 Autumn			
Cluster	Estab	Name	School Type	NC Year	Pupil Count	Average Score	Number of Schools	Rank
Leicestershire	8553332	Church Langton Church of England Primary School	Primary	Overall	201.0	0.06	275	246
	8553034	Fleckney Church of England Primary School	Primary	Overall	467.0	0.05	275	269
	8553037	Great Glen St Cuthbert's Church of England Primary School	Primary	Overall	333.0	0.07	275	229
	8553048	Kibworth Church of England Primary School	Primary	Overall	584.0	0.07	275	226

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.
- 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.
- Regular staff training on relevant protected characteristics and how to respond appropriately to concerns raised by children and/or staff in school.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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 12 months.

We reviewed the following policies:

- *Behaviour Policy*
- *Child Protection & Safeguarding Policy*
- *Charging & Remission*
- *Pupil Premium*
- *SEND Policy*
- *Looked After Children*
- *Sports Funding*
- *Staff Wellbeing Action Plan*
- *Online Safety Policy*
- *Equality Strategy*
- *Safe Arrival and Collection Policy*
- *Allergies and Anaphylaxis Policy*
- *Accessibility Plan*

We reviewed and regularly audit CPOMS to ensure the language used is inclusive and appropriate, covering all protected categories so that incidents can be recorded, monitored and analysed correctly to spot trends.

We have also adopted blind recruitment procedures to ensure recruitment practices are not discriminatory using My New Term software.

Next policies due to review:

- *Anti-Bullying Policy*
- *Relationships and Sex Education Policy*
- *Physical Intervention Policy*

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).
- 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 help inform our policies and procedures.

What we do

- We have analysed summative & formative assessments to establish exactly where gaps in learning may exist. This was followed by personalised learning to meet needs, and where required provide bespoke intervention plans for each child or group of children.
- We continue to track identified vulnerable pupils to ensure they have the right provision in class to support progress both socially and academically.
- We continually analyse our data to help identify and plan for pupils that need further intervention or keep-up programmes.
- We have trained support staff on a range of specialised interventions to help close the gaps in pupils learning.
- We have a lead Communication Champion in place to embed a Communication Friendly Environment across the school.
- We employ a designated PE teacher and Sports Coach to work on specific skills with our SEND and Pupil Premium children and improve participation rates for pupils with different characteristics.
- We employ Emotional Literacy Support Assistants to work with children on social, emotional and mental health interventions. They work with specific children 1:1 or in small groups on a bespoke set of interventions with strict entry and exit criteria.
- We employ a Family Support Worker to work with both children and families on social, emotional and mental health interventions as well as supporting families and signposting to the best external agencies, services or charities to meet need.
- We have two Level 4 trained Designated Mental Health Leaders in school.
- We regularly review our curriculum to ensure that events and people from all cultures are in our curriculum and celebrated. We revisit this annually to ensure equality and diversity is included in every topic.

- 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.
- The SENDCO regularly reports on 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 daily for discussion with parents.
- Staff training on HBT Bullying for information and strategies on how to identify and respond appropriately to situations and/or concerns with pupils and staff
- Identified 'Wellbeing Support Key Person' for all staff to aid with identification of issues and concerns to support staff wellbeing.

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 do

- SLT and a range of school staff deliver 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.
- Regularly review the RSE/PSHE policies and curriculums to ensure children are taught about different family structures, lifestyles and about people with protected characteristics.
- Elect 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.

- Regularly signpost to services and support for parents on a range of topics each week in the school newsletter to raise awareness.

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.
- Is accessible to pupils with SEND needs.
- Has equivalent facilities for boys and girls.

8. Our equality objectives for 2021-2024

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

Objective 1: *By 2029, have a fully reviewed and implemented curriculum, ensuring representation of diversity.*

Why we have chosen this objective:

- *Review our curriculum to ensure that it is robust and diverse reflecting the multicultural context of Leicester, the UK and The World.*
- *Ensure that the cycle of collective worship is inclusive and diverse.*
- *To develop and share pupil understanding of diversity and equality in our community and beyond.*

To achieve this objective our next steps include:

- *Assess staff understanding of what a diverse curriculum looks like to identify further training needs.*
- *Gather current staff views and attitudes towards equality, diversity and inclusion.*
- *Subject leads to identify diverse opportunities to plan into the curriculum for their subject.*
- *Subject leads to carefully plan the hinterland to help build schema and develop stronger cognitive connections within and across their subject.*
- *Subject leads to promote and champion a range of key people relevant to their subject to reflect diversity and inclusion.*
- *Develop pupil understanding of the diversity in our school population and celebrate this*

Progress we are making towards this objective 25/26:

- *Currently participating in a working group at senior level reviewing the Trust Curriculum to ensure it reflects diversity and equality.*

Objective 2: *By 2029, improve access children have to technology at home by closing the digital divide.*

Why we have chosen this objective:

- Ensure all children are able to access homework and have the tools for home learning to allow

them the opportunity to make further progress

- In a recent parent survey, a significant number of parents reported difficulty in their child being able to access the internet at home. This could impact on children's ability to progress in line with peers and find accessing homework and home learning opportunities difficult.

To achieve this objective we plan to:

- ***Role out a parent device contribution scheme in support with the Academy Trust***
- ***Build partnerships to source devices / repurpose old school laptops***
- ***Ensure there are sufficient devices available for all children who need them***
- ***Provide free access to key productivity tools such as Office 365 for all families***
- ***Use and promote data schemes for our families to access***
- ***Provide free IT training to families to develop digital skills and safeguarding***
- ***Provide regular information to parents about how they can keep their child safe and line and support sensible use of the internet***
- ***Create a universal offer of access to technology for all children from disadvantaged families***

Progress we are making towards this objective:

- ***In talks with the Trust about the parent device contribution scheme to roll out at Kibworth***

Objective 3: By 2029, increase the representation of teachers from black and other ethnic minority groups, so that this group increases from 7.2% to 10.2% of the teaching workforce.

Why we have chosen this objective:

- ***To ensure our workforce represents a range of black and minority ethnic communities for pupils to reflect that of our local community.***
- ***To bring diversity in thinking to the team at Kibworth***

To achieve this objective we plan to:

- ***Adopt blind recruitment procedures to ensure recruitment practices are not discriminatory.***
- ***Marketing and recruitment materials clearly outline our need to recruit a representational workforce***
- ***Evaluate diversity and equality data from applications and identify trends***

Progress we are making towards this objective:

- ***Adopted blind recruitment procedures to ensure recruitment practices are not discriminatory***
- ***To think about and develop promoting recruitment of ethnic minorities through the newly developed website.***

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 with objectives being reviewed every four years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- Anti-Bullying Policy
- Behaviour Policy
- Physical Intervention Policy
- Exclusion Policy
- Educational Visits Policy