



Farndon Fields
Primary School

Nurture Talent,
Develop Learning, Inspire Success

Equality Duty Information Report and Objectives

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1. Aims

Farndon Fields 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 is released on 29th November 2022.

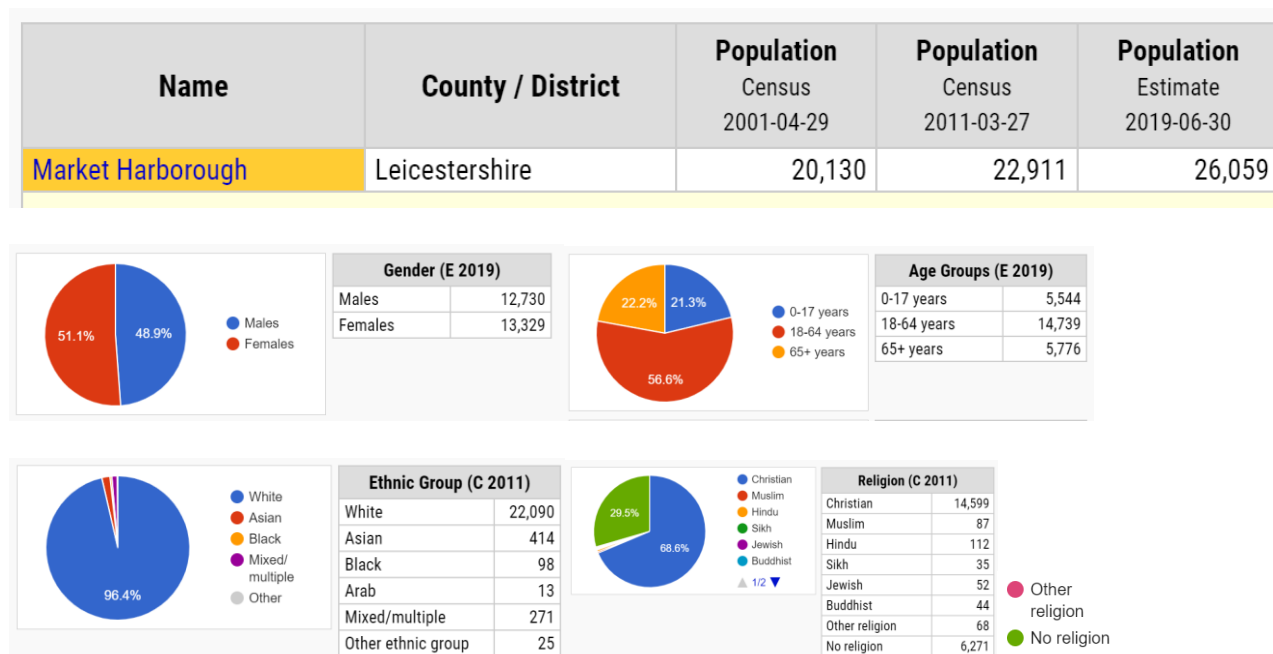
According to the 2011 Census, most of the county population (91 percent) belong to White ethnic groups, (including White Irish). This equates to almost 600,000 people. The next largest ethnic group in Leicestershire is Asian (6.3 percent), followed by the Mixed or Multiple Ethnic Group (1.7 percent) and Black ethnic groups (0.6 percent); The largest religious group in the county is Christian (60.3 percent), followed by Hindus (2.8 percent), Muslims (1.4 percent) and Sikhs (1.2 percent). Just over a quarter of the population stated they had no religion (27.1 percent) while 6.5 percent did not state a religion.

In 2011, 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.

Market 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 in 2021.

The following charts show the latest statistics for the town itself.

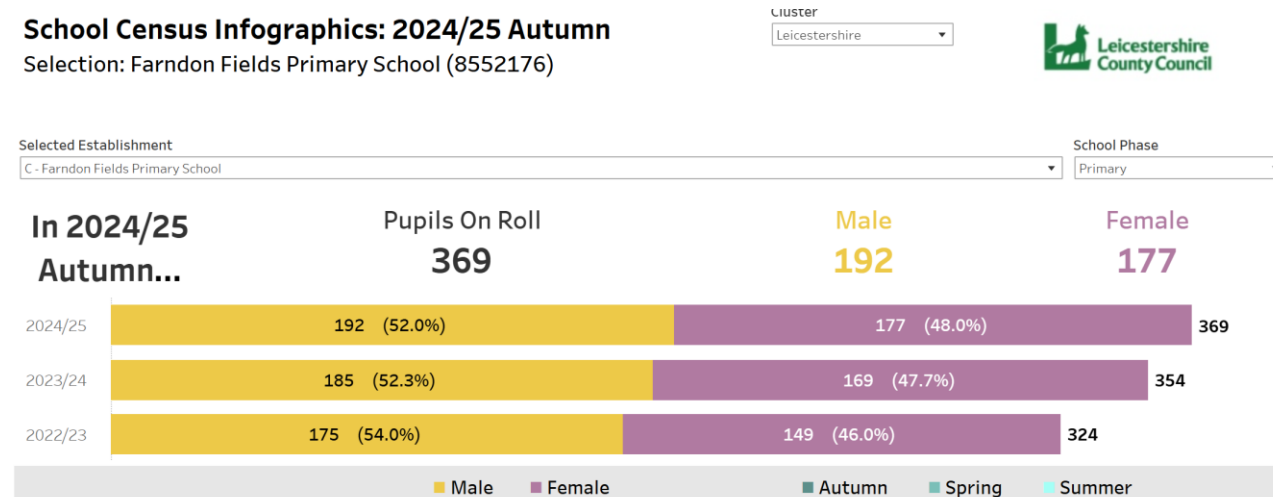


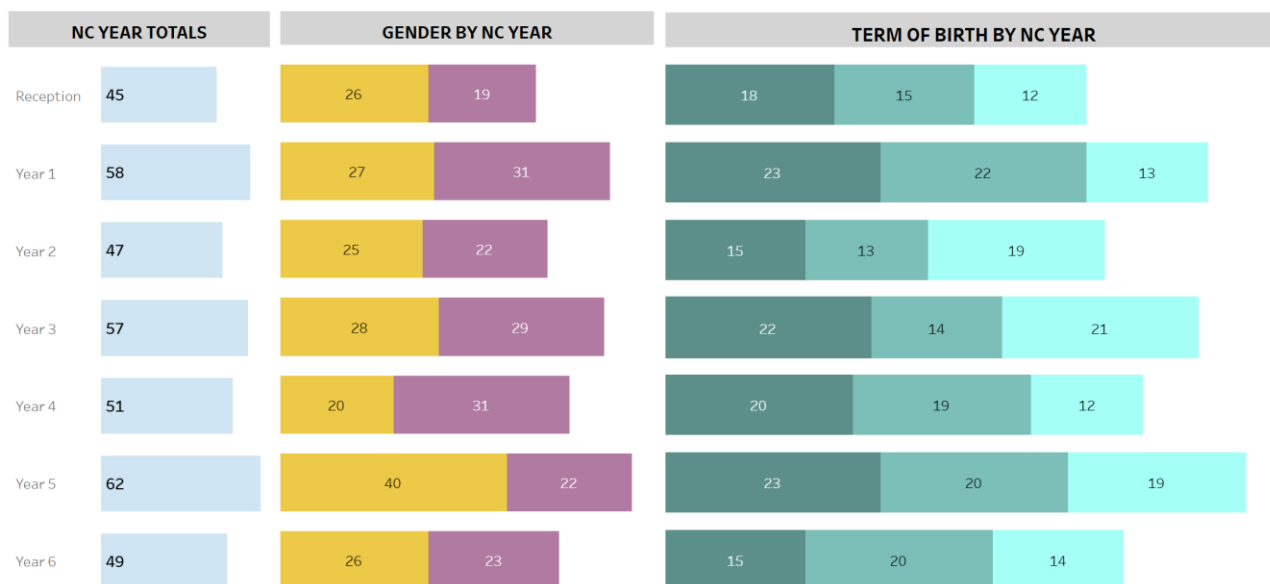
Source: UK Office for National Statistics

The diverse population of our school

Farndon Fields is part of Discovery Academy Trust which consists of thirteen 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 both primary and secondary.

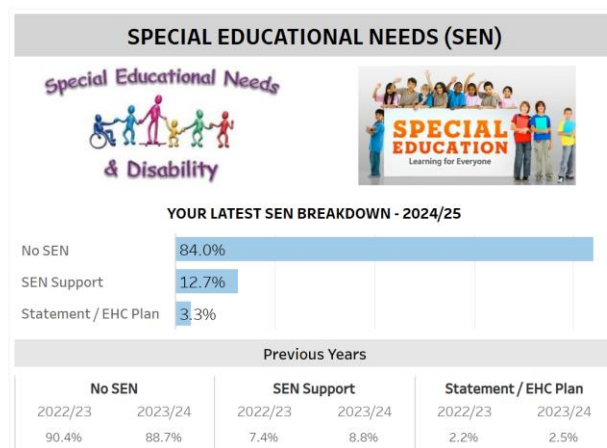
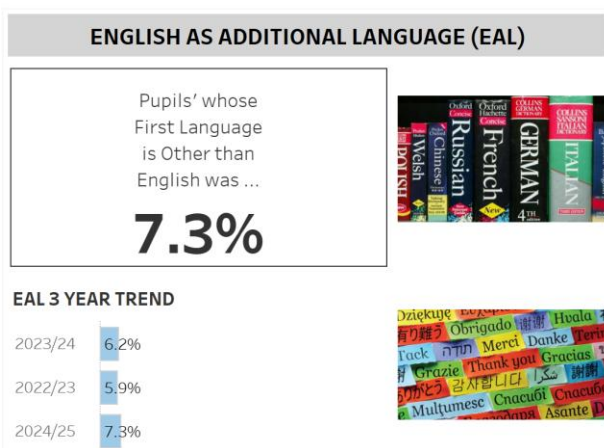
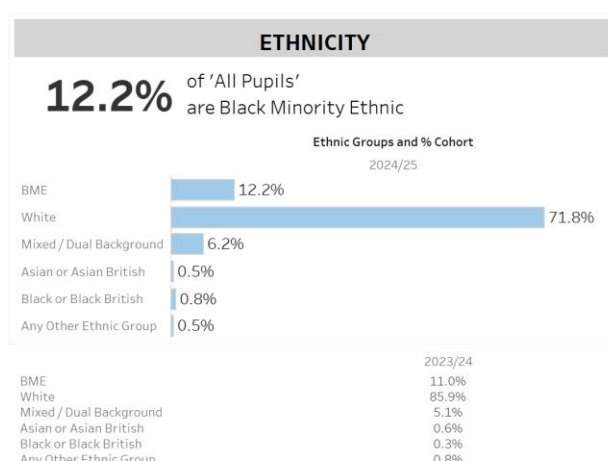
Our school community has its own unique make up as detailed below. Historically the gender split has been boy heavy and currently remains so. This is contradictory to the break-down of gender across the local community. The ethnicity across the school reflects the general population of the town.





School Census Infographics: 2024/25 Autumn

Selection: Farndon Fields Primary School (8552176)



ENGLISH AS ADDITIONAL LANGUAGE (EAL)

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

6.6%



EAL 3 YEAR TREND

2022/23	6.6%
2021/22	4.0%
2020/21	3.8%



SPECIAL EDUCATIONAL NEEDS (SEN)

Special Educational Needs



& Disability



YOU LATEST SEN BREAKDOWN - 2022/23

No SEN	88.9%
SEN Support	9.0%
Statement / EHC Plan	2.1%

Previous Years

No SEN		SEN Support		Statement / EHC Plan	
2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
90.9%	90.3%	7.2%	7.7%	1.9%	2.0%

IDACI Analysis (Income Deprivation Affecting Children Index)

A summary analysis of deprivation across Leicestershire schools indicates that Farndon Fields is below in only one of the ten deprivation measures - Children/Young People. However, it is worth noting that Income, and Education, Skills & Training are close to equal with Leicestershire as a whole.

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%

0 - 10% (most deprived)	3.6%
10 - 20%	
20 - 30%	12.7%
30 - 40%	0.3%
40 - 50%	2.7%
50 - 60%	0.6%
60 - 70%	24.4%
70 - 80%	2.4%
80 - 90%	43.7%
90 - 100% (least deprived)	9.6%

The overall IDACI ranking percentage is currently 25%, with deprivation % falling from 39% in 2018-19 and 27.2% in 2022-23. A percentage of 1% is the least deprived and 100% the most deprived. There are 275 primary schools across Leicestershire, with rank 1 being the most deprived.

Cluster	Estab	Name	School Type	NC Year	Academic Year / School Term 2023/24 Summer			
					Pupil Count	Average Score	Number of Schools	Rank
Leicestershire	8552176	Farndon Fields Primary School	Primary	Overall	358.0	10.28	275	204
	8553059	Great Bowden Academy A Church of England Primary School	Primary	Overall	134.0	5.28	275	272
	8552068	Little Bowden School	Primary	Overall	370.0	9.72	275	212
	8553058	Market Harborough Church of England Academy	Primary	Overall	394.0	9.13	275	225
	8552002	Meadowdale Primary School	Primary	Overall	378.0	6.72	275	264
	8552179	Ridgeway Primary Academy	Primary	Overall	261.0	8.89	275	231
	8553347	St Joseph's Catholic Voluntary Academy	Primary	Overall	190.0	11.20	275	180

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 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 year.

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 12 months 2023-2024.

We reviewed the following policies:

- *Anti-Bullying Policy*
- *Behaviour Policy*
- *Child Protection & Safeguarding Policy*
- *Charging & Remission*
- *Pupil Premium*
- *SEND Policy*
- *Looked After Children*
- *Sports Funding*
- *Staff Wellbeing Action Plan*
- *Relationships and Sex Education Policy*
- *Online Safety Policy*
- *Physical Intervention Policy*

We reviewed our CPOMS tabs 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 continue to use blind recruitment procedures to ensure recruitment practices are not discriminatory, using the My New Term platform.

5. Advancing equality of opportunity

In fulfilling this aspect of the duty, the school will:

- Collate 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 did during the last year

- Analysed assessments to establish exactly where the gaps in learning were. This was followed by bespoke intervention plans for groups and individuals.
- Recognised the impact of the cost of living increases on our local community and the current cost of living crisis. Families that would have been previously considered not vulnerable are now vulnerable. Pastoral and safeguarding staff monitor and support this cohort.
- Continued to act as a referral agency for the local foodbank and developed a working relationship with the local hygiene bank.
- Tracked identified vulnerable pupils to ensure they have the right provision in class to support progress.
- Appointed a Communication Champion, working with SLT to embed a Communication Friendly Environment across the school and implemented expectations of a Communication Friendly environment.
- Our Sports Coach works on specific skills with our SEND and Pupil Premium children and improve participation rates for pupils with different characteristics.
- Our Emotional Literacy Support assistant works 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, reviewed half termly by the ELSA and SENDCo
- Our Family Support Worker (also a DDSL) works 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 continue to review our curriculum to ensure that events and people from all cultures are in our curriculum and celebrated.
- New teaching materials and books are selected to ensure children learn about significant individuals representing all groups with protected characteristics and to ensure children see themselves represented in the books read to classes, including in the authors of books read in class.
- The SENDCO has continued to embed 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 and is also available on the playground before school on her working days for discussion with parents.

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.
- Family Support Worker continues to access a range of CPD to support families across a range of areas and to support and signpost access to a wide range of local services.
- SLT continue to work with local secondary schools and other agencies to support families to access the support needed.

What we did during the last year

- SLT and the FSW delivered 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.
- External assembly speakers representative of different faiths and global citizenship.
- Reviewed the RSE/PSHE policies and curriculums in line with government guidance to ensure children are taught about different family structures, lifestyles and about people with protected characteristics.
- Identified ASHA ambassadors to raise the profile of our links with the charity, develop relationships with children from other schools and in India and share their knowledge of children from other communities with our school to foster understanding and respect for other cultures.
- The school council members have been engaging with the Pupil Parliament and developing relationships with children from other schools who come from a range of backgrounds. This is enabling them to develop an understanding of children with different experiences from their own and to learn about and discuss issues facing children all over the world.
- Embedded the use of Lyfta in the weekly assembly cycle to celebrate global diversity and citizenship.

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 males and females.

The school / Trust 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 as part of 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, have undertaken a full review of the curriculum delivery and resources in use to ensure there is representation of diversity and planned opportunities to challenge stereotypes.*

Why we have chosen this objective:

The diversity evident in the local area and school community is limited. Following the introduction of the Curriculum of Global Discovery, further work is necessary to ensure stereotypes are challenged and pupils in our school have a secure and accurate understanding of the diversity global community, linked specifically to British Values and Protected Characteristics.

To achieve this objective we plan to:

- ***Review the Big Ideas of our curriculum to ensure that it is robust and diverse and enables our pupils to fully understand the multicultural context of Leicestershire, the UK and the world without adhering to stereotypes.***
- ***Ensure that there is visible representation of a range of protected characteristic in the curriculum***
- ***Engage with Edurio surveys at a Trust level and analyze information provided***
- ***Assess staff understanding of what a representative curriculum looks like to identify further training needs.***
- ***Subject leads to identify opportunities to celebrate difference and diversity***
- ***Links to British Values to be planned into the curriculum and Assembly schedule.***
- ***Subject leads to promote and champion a range of key people relevant to their subject to reflect diversity and inclusion.***
- ***Staff to ensure that lesson sequences identify opportunities to challenge stereotypes.***
- ***Continue to embed LYFTA story worlds across the curriculum***

Progress we are making towards this objective:

- Termly review of medium term plans
- British Values and Protected Characteristics incorporated in Values assemblies
- Lyfta timetable reviewed to incorporate new story worlds

Objective 2: By 2027, reduce the gender gap at EXS so that boys perform in line with girls, and at GDS so that girls perform in line with boys in Maths.

Why we have chosen this objective:

- ***Girls tend to outperform boys at EXS but this can be reversed at GDS, particularly in Maths.***

To achieve this objective we plan to:

- ***Review the whole school approach to the teaching of Mathematics, ensuring fluency and variation is embedded effectively in each Key Stage.***
- ***Review the learning behaviours of boys in all year groups to explore this impact on attainment at EXS.***
- ***Raise the profile of high achieving women in STEM to support more girls working at GDS.***
- ***Review approaches to groupings and interventions in year groups with significantly more boys.***
- ***Identify opportunities for girls to participate in STEM activities.***
- ***Ensure teachers are moving learning on quickly for those that are ready to move on***

Progress we are making towards this objective:

- KS1 fluency reviewed, additional concrete resources purchased to support CPA approach
- Introduction of specific number fluency intervention – Number stacks
- Arithmetic focus in Y6 embedded in weekly timetable to develop fluency
- Timetables focus in Y3 and Y4, supporting greater independence for pupils in embedding fluency.
- Behaviour Policy reviewed
- Teaching & Learning Strategy Pathways reviewed at Trust level

Objective 3: By 2027, increase the concept of representation of diversity across the school, so that pupils and staff recognise their own and others heritage, faith, ethnicity and disability and celebrate diversity amongst our community.

Why we have chosen this objective:

- ***Farndon Fields is an inclusive school in terms of educational practice and has increasing numbers of pupils and staff who are neurodiverse or have a disability. There are barriers to acceptance of differences amongst the school community.***

To achieve this objective we plan to:

- ***Ensure pupil voice encompasses the range of differences and diversity in the school***
- ***Ensure staff voice encompasses the range of differences and diversity in the school***
- ***Promote understanding and acceptance of neurodiversity and other disabilities***
- ***Curriculum and display materials across the school represent diversity***
- ***Maintain blind recruitment procedures to ensure recruitment practices are not discriminatory.***
- ***Marketing and recruitment materials clearly outline our need to recruit a representational workforce***

Progress we are making towards this objective:

- Information shared by SENDCO and FSW via weekly newsletter
- Pupil voice groups selected to ensure diversity

- Pupils and Staff Surveys using Edurio
- Celebration of awareness weeks egl Neurodiversity week
- Engagement with Leicestershire PINS (Promoting Neurodiversity in Schools) project

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
- SEN Policy
- RSE Policy
- Anti-Bullying Policy
- Behaviour Policy
- Physical Intervention Policy
- Exclusion Policy
- Educational Visits Policy