



Equality Duty Review Exemplar and Guidance

Designed to be edited by an establishment

Introduction

Establishments that educate children and young people should develop a document that transparently outlines how, as an establishment, you comply with your equality duty set out in the [Equality Act 2010](#).

Your equality duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for establishments and means they must consider how their policies, practices and day-to-day activities impact on children and staff.

Establishments are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations.

There are two parts to evidencing this, and both are **legal requirements**;

- Annually publishing data on how the establishment is meeting its equality duty – such as attainment, attendance, racism/prejudice incident data for those who fall within a protected characteristic .
- and every 4 years (you can do this more often), publish a review of your equality objectives. This information must be on your website for everyone to access.

The purpose of this guidance is to support your establishments in understanding how to set and review your equality objectives. This is to be done at least as a quadrennial (4 years) cycle, which includes annual data publishing and an in-depth review every 4 years. It is your **legal duty** to carry out this review and you can view more information in the DfE's [Equality Act 2010 and schools guidance](#).

This exemplar and guidance can be used as a template, by deleting all text contained in green tables and editing all other text.

This Equality Duty Review has been designed to use alongside the new Equality and Diversity Policy – guidance and exemplar, which can be found on our [Devon Education Services shop](#).

Any new establishment policy or review should undergo consultation with parents/guardians, staff, and children. You should arrange an equality committee to contribute to this policy and your Equality Objectives.

To ensure that the establishment's community is well-represented this committee could include children with a range of protected characteristics and their parents/guardians, the special educational needs coordinator, EAL co-ordinator, a member of the leadership group, a member of the governing board and members from the local community who support groups with protected characteristics.

Throughout this document, we will use the words **child** or **children** to describe children and young adults (up to age 18). **Establishment** is also used to describe education environments, settings, or alternative provisions where children are cared for.

Tips

- Ensure you save a copy of this exemplar and guidance on your computer before you begin editing.
- To change 'establishment' to school or your setting's name – click 'replace' at the top of your screen, type in 'establishment' and the word you wish to replace it with. This will then replace all words through this document.
- All text outlined by a green table is for information and understanding purposes only. These are **not** intended to be part of your completed document.
- To delete a green table – click on the top left corner of the box, where there a 'compass' symbol can be found and then click 'delete table'.
- We created this exemplar in landscape, as we felt it would be easier to outline data. However, if you would prefer for this to be portrait, you can select this from the menu at the top under 'layout' and then 'orientation'.
- To add additional rows to tables, right-click and then click on 'insert', then click 'row below'.

Equality Duty Review

Cycle – 4 Years

Shebbear Community School	
22 nd January 2024	
Year 1 data and summary:	Year 2 data and summary:
Year 3 data and summary:	Formal equality objective review:



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1. Equality Statement

We are committed to ensuring and promoting equality of opportunity for all children, staff, parents, and guardians irrespective of race, gender, disability, belief, sexual orientation, sex/gender identity (including gender reassignment), and age.

Our aim is to develop a culture of diversity and inclusion in which all those within the Shebbear Community School's community can celebrate their identity and participate fully in experiences and learning. Enabling our children to take part as fully as possible, in every part of the Shebbear Community School's life, by developing each child's self-confidence, recognising their strengths, and encouraging them to achieve their full potential.

We challenge discrimination through the positive promotion of equality through learning, tackling bullying, racism, and stereotyping, and by creating a safe welcoming environment that champions respect for all.

Our Shebbear Community School has a firm belief that diversity is a strength that must be respected and celebrated by all of those who learn with us and visit us.

2. Scope and Purpose

This Equality Duty Review covers all individuals working at all levels, including staff at all levels, consultants, contractors, trainees, home-workers, part-time and fixed-term staff, volunteers, governing board members, casual workers, and agency staff. It also applies to the wider community such as children, job applicants, ambassadors, and parents/guardians.

The purpose of the Equality Duty Review is to set out our approach, through our equality objectives, to promoting equality and diversity and how we will tackle discrimination and challenge social exclusion. It outlines our commitment, actions, reviews, and how we comply with the law to ensure that equality and diversity are promoted in our establishment and that our staff, children, and community are not subject to, and do not commit, unlawful acts of discrimination.

3. Equality Act 2010

The [Equality Act 2010](#) protects people from discrimination and harassment. If someone thinks they have been discriminated against they may take their complaint to a court or Employment Tribunal (if they are an employee). But the act also places duties on public authorities (including establishments) to be pro-active about addressing inequalities. The Public Sector General Duty (Section 149) states: that a public authority must give due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

'Advance equality of opportunity' means to remove or minimise disadvantage, meet people's needs, take account of disabilities, and encourage participation in public life.

Failure to observe these public sector duties could result in a judicial review, but also put establishments at risk of discriminatory practice.

These duties apply to eight **protected characteristics**:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if they have, or has had, a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** – Transgender people may have the body of one gender but feel that they are the opposite gender. The word transgender is sometimes used interchangeably with terms such as transsexual or gender-variant but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth.

This relates to a person who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any establishment environment.

- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to staff and other adults.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave. Within education it also protects children who are pregnant.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent an establishment from carrying out collective worship or other curriculum-based activities, but children may withdraw from acts of collective worship.
- **Gender identity** - Gender identity refers to a person's understanding and experience of their own gender, it is their internal sense of self. Everyone has a gender identity; for some people, it corresponds with the gender assigned at birth, and for some others, it does not. Gender identities are expansive and

do not need to be confined within one collectively agreed-upon term. An individual's appearance may not inform you of their gender identity. It is important to understand that one's gender identity does not direct the way we are or the clothing we choose to wear.

- **Sexual orientation** - A person's sexual orientation, is the part of their identity that relates to who they find attractive. Although it is in the name, the attraction to other people does not have to be sexual, it could be romantic, or connection-based. Some people are attracted to a particular gender, or genders, some people are attracted to who the person is (their morals, values, humour, intelligence, etc.) and for some it is a combination of the two. Sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or disclosing at any age. Establishments with a particular religious ethos cannot discriminate against non-heterosexual children or parents/guardians.

We understand that an individual's gender identity and sexual orientation is individual to them.

The legal duties to eliminate harassment and foster good relations make it clear that establishments must address bullying and prejudice-related incidents, based on a protected characteristic, such as racism or homophobic bullying.

The expectation in law is not only for establishments to respond when an incident occurs, but to also take steps to prevent those incidents from occurring or escalating.

Because of its relevance to the duty to eliminate harassment and foster good relations, this means that establishments should [report](#) incidents to the local authority, publish information on performance, and set objectives about bullying and prejudice-related incidents. What is published will vary according to establishment size, but it could include publishing basic data, supported by a narrative, about the number and type of incidents reported and dealt with.

Care must be taken to not publish any details that could identify specific individuals. An establishment can include relevant objectives in its development plan and it should also refresh its equality objectives at least every four years.

For more information, please familiarise yourself with the DfE's [Equality Act 2010 and schools guidance](#).

4. Responsibilities

Governing Board

- Ensure that the establishment complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other establishment policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Establishments should no longer require job applicants to complete a generic health questionnaire. Neither should an establishment seek out past sickness records until they have made a job offer.
- Ensure that all staff and children are aware of the process for reporting and following up on bullying and prejudice-related incidents.

5. Current Data

Data Analysis in school suggests that they are three protected characteristics represented in school – gender, disability and age. There have previously been pupils from non-white British backgrounds but they are not currently represented in school. Pupils with a disability are so low in number that any data is not statistically reliable. However, their needs remain at the forefront of our work to ensure they are not discriminated against in any way. With all data, a great deal of caution should be made when interpreting it given, at times, very small cohorts of pupils. Where appropriate, the pupil numbers are given in brackets.

It also needs to be considered that proportions of boys and girls across the school are far from equal. In some year groups, the numbers are totally disproportionate. For example, of the 11 pupils in reception, 9 are girls (82%) while in Year 2 only 2 pupils were girls (22%) and in Year 6 4 of the 13 pupils were girls (36%). It is a similar picture across the school – Year 1 has 31% (4/13), Year 3 has 30% (3/10) and Year 5 has 33% (4/12). Only Year 4 had equal numbers of boys and girls (5 of each).

Data relates to the school year 2022/23

Attendance – Pupils aged 4 -7 by August 2023 (YR, 1 and 2) 96.06%, Pupils aged 8 – 9 (Y3 and 4) 94.53%, Pupils aged 10 -11 (Y5 and 6) 93.37%
Pupils who were persistently absent (below 90%) Girls – 56% , Boys – 44%

No exclusions in 2022/23

Attainment in statutory assessments (proportion of pupils meeting the expected standard)

Reception – Achieving a Good Level of Development – Girls 89% (8/9), Boys 50% (1/2)

Y1 – Achieving the expected phonics standard – Girls 40% (2/5), Boys 88% (7/8)

Y2 – Pupils achieving the expected standard in reading, writing and mathematics – Girls 0% (0/2), Boys 29% (2/7)
Y6 - Pupils achieving the expected standard in reading, writing and mathematics – Girls 25% (1/4), Boys 56% (5/9)

Behaviour/Bullying – 86% of behaviour issues recorded involved boys as the perpetrators. Both cases of bullying involved boys as the perpetrators. In both cases, the number of incidents are low so the data should be treated with caution.

Attendance at clubs – Clubs have tended to follow gender stereotypes – boys tend to dominate attendance in football while dance club is overwhelmingly girls. The school has tried to encourage wider participation through fixtures and festivals which have included all pupils e.g. mixed football, cricket, rugby, dance and rounders. There have also been opportunities for girls only teams to play matches e.g. football and the school invited in a professional female football player to do a day of activities to encourage all pupils to be active including girls.

Trips – all pupils attend trips unless they are absent and nobody would miss out as a result of, for example, cost. The Year 6 residential trip for Y5 and 6 pupils visited London in July 2023. 80% of the pupils attended (20/25). Of the five not attending 3 were girls and 2 were boys.

Our School Council are aware of the school's desire to ensure equality for all and will raise concerns as and when appropriate.

6. Equality Objectives

Our establishment has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010

They are:

- To publish information to show how we are complying with the equality duty. This must be updated at least **annually**.
- To prepare and publish one or more specific and measurable equality objectives at least every **four years**.

Our equality objectives are in response to this general duty.

Equality Objective 1

To narrow the gap in attainment between groups of children, for example girls and boys

Description of the improvement needed

At KS2 in 2023, only 25% of girls achieved the expected standard in reading, writing and mathematics as opposed to boys at 56% (the latter being in line with national averages for all pupils nationally).

Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Quality first teaching each day to all pupils Y6/all year groups	LG/all	Daily	Targeted resources as necessary	KS2 outcomes in July 2024 plus end of year assessments. Pupil progress meetings and monitoring (NA and subject leaders)
Targeted interventions including tutoring sessions Y6/all year groups	LG/AR/all TAs and teachers	Daily	Targeted resources as necessary. Tutoring costs.	KS2 outcomes in July 2024 plus end of year assessments. Pupil progress meetings and monitoring (NA and subject leaders)
Data analysis – theme for PP meetings	NA/LG/all teachers	Half termly	Time	Year group outcomes including statutory tests across the school

Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Training for staff through DISP	DISP	February 2024	Contribution to the costs	NA to assess impact following the training
Inset time to follow up training and implement.	All	Ongoing	Staff meeting time and additional resources as necessary e.g. books	NA and GB to monitor impact through visits, discussions with staff and pupils.

Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Equality Objective 2 Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.				
Description of the improvement needed <i>While this has improved, there are further improvements to be made in both pupil understanding and staff knowledge to enable the strongest possible provision.</i>				
Equality Objective 3 To improve the curriculum, to ensure it is inclusive and reflects all children within the Shebbear Community School.				

Description of the improvement needed				
As noted above, improvements have been made but there are further ones to be made around de-colonising the curriculum, increasing resources and increasing pupil understanding				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Updating the curriculum as part of our ongoing subject reviews	Subject leaders/all	Ongoing	Possible cost of new resources	NA, subject leaders and GB to monitor impact through visits, discussions with staff and pupils. Pupils will be able to demonstrate through their work and discussion a greater understanding of the multi-cultural world in which we live and the contribution of different groups over time.
Inset time to follow up training and implement.	All	Ongoing	Staff meeting time and additional resources as necessary e.g. books	NA and GB to monitor impact through visits, discussions with staff and pupils.
Wider opportunities for pupils such as school trips	All	Ongoing	Trip to Exeter, online opportunities	NA and GB to monitor impact through visits, discussions with staff and pupils.

7. Year 1 data and Summary

At the end of year 1, 2 and 3, you will need to publish data on how your establishment is doing in response to its Equality Duty. This isn't an in-depth response, but more of a way to acknowledge your establishment is developing and improving equality, diversity, and inclusion. It will also highlight areas that are improving and what requires more attention.

Your data needs to cover the same areas as your 'current' data published previously, on areas relating to:

- attendance
- suspensions
- exclusions
- attainment for children with protected characteristics.
- bullying, prejudice and racism incidents

You should also include information on

- the engagement of extracurricular activities,
- attendance to residentials and trips for those with protected characteristics.

- 'pupil' voice and parent/guidance voice survey data regarding equality, diversity and inclusion.

If your establishment employs more than 150 staff, it will also need to publish data about its staff.

You can also use this section to summarise any key new changes or developments within your establishment. Such as policies, reviewing a key part of your curriculum or setting up a Cultural Champions group. It is also an opportunity to highlight any changes that need to be made in response to the academic year. For example, if you have seen an increase in sexism and sexual harassment in your establishment amongst children, you may need to incorporate more workshops or review the curriculum and assemblies.

You should ensure that your Equality committee is involved in this review and ensure that this document has been updated on your website.

Data

Summary

8. Year 2 data and Summary

Data

Summary

9. Year 3 data and Summary

Data

Summary

10. Formal Equality Objective Review

Legally at least every 4 years you must review your equality objectives and publish your response. If you are part of a Trust or MAT you may work collaboratively in reviewing your objectives, however it is important to reflect your establishment in any response.

You can draw from various key documents within your establishment:

- Improvement plan
- Subject improvement plans or reviews
- Data
- Ofsted inspections
- Local Authority feedback
- Trust observations
- Equality committee and governing board meetings
- Year 1, 2 and 3 data and summary reviews.

Firstly, you will need to outline your data, which would take the same format and criteria as in previous years.

We have provided a template below to support you with reviewing your objectives and you may wish to edit this to meet your needs. The initial rows and columns in the tables can be drawn from section 5 within this document.

Within the summary, it is often useful to take a collective point of view. Hearing the voices of those in the establishment and within the Equality committee. Being completely transparent regarding the impact of the actions and the progress the establishment has made will provide an opportunity for reflection, ready for setting new equality objectives or the continuation of areas that are still in need of development.

Data

Equality Objective 1

Outline the objective

Describe the improvement that was needed

Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.

Key strategies that were planned to address this				
Action	Who was the lead	How was it monitored	How was it achieved	Impact
Summary				

Equality Objective 2				
<i>Outline the objective</i>				
Describe the improvement that was needed				
<i>Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.</i>				
Key strategies that were planned to address this				
Action	Who was the lead	How was it monitored	How was it achieved	Impact

Summary				

Summary

Equality Objective 3				
<i>Outline the objective</i>				
Describe the improvement that was needed				
<i>Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.</i>				
Key strategies that were planned to address this				
Action	Who was the lead	How was it monitored	How was it achieved	Impact
Summary				

Conclusion of our 4-year equality objective cycle

11. Appendix

Definitions

BPRI	Bullying, prejudice and racism incident
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the establishment's perspective, the term "community" has a number of meanings: <ul style="list-style-type: none"> • The establishment community – the students we serve, their families and the establishment's staff. • The community within which the establishment is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – all establishments by definition are part of it. • The global community – formed by European and international links.
Cultural exchange	The sharing of different ideas, traditions, and knowledge with someone who may be coming from a completely different background than your own.
DfE	Department for education
Direct discrimination	Treating someone with a protected characteristic less favourably than others.
Discrimination by association	When a person is treated less favourably because they are linked or associated with a protected characteristic.
Discrimination by perception	When someone is discriminated against because it is believed they have a protected characteristic, whether or not they actually do.

Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion
EAL	English as an additional language - a pupil whose home language is not English or who lives in a bilingual family.
Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.
Growth mindset	That there is always scope for learning, improving, and understanding.
Harassment	unwanted behaviour linked to a protected characteristic that violates someone’s dignity or creates an offensive environment for them.
Inclusive	Making sure everyone can participate, whatever their background or circumstances. Ensuring everyone can experience the same experiences as any other child.