

# Equality Duty Review

Cycle #

Name of Establishment	
Date adopted and equality objectives set: 21 <sup>st</sup> May 2024	
Year 1 data and summary: 20 <sup>th</sup> May 2025	Year 2 data and summary:
Year 3 data and summary:	Formal equality objective review:



# Contents

You can navigate through this policy via this page

1. [Equality statement](#)
2. [Scope and purpose](#)
3. [Equality Act 2010](#)
4. [Responsibilities](#)
5. [Current data and summary](#)
6. [Equality objectives](#)
7. [Year 1 data and summary](#)
8. [Year 2 data and summary](#)
9. [Year 3 data and summary](#)
10. [Formal review of equality objectives](#)
11. [Appendix](#)

## 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, gender identity (including gender reassignment), and age.

Our aim is to develop a culture of diversity and inclusion in which all those within the establishment'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 establishment'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, by tackling bullying, racism, and stereotyping, and by creating a safe welcoming environment that champions respect for all.

Our establishment 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

We have two students with a hearing impairment, 13 who are of an ethnicity other than White British, and three who have a religion other than Christian or No Religion. Attendance of pupils with a protected characteristic is 94.5%, compared with 94.64% for the rest of the school. 7% of pupils with a protected characteristic have been suspended, this amounts to one pupil who was suspended for half a day. 1.5% of the rest of the school has had a suspension, which amounts to 3 students. No students have been permanently excluded. There were 6 reported incidents of bullying or harassment, 1 of which included racist or anti-LGBTQ+ abuse.

The table below shows the percentage of students in different groups from Year 1 to Year 6 who are achieving expected standard or greater.

	Reading	Writing	Maths
Protected Characteristics	62%	77%	69%
No Protected Characteristics	78%	68%	79%
Girls	78%	72%	76%
Boys	75%	65%	80%

There are no overall patterns

7% of students with a protected characteristic currently attend an extracurricular club at school, compared with 19% of students without a protected characteristic. 100% attended school trips, compared with 96% of the rest of the school. Only two year groups take part in residential; 83% of students with a protected characteristic in those year groups attended the residential, compared to 98% of the rest of those years. This amounts to one student with a protected characteristic who did not attend a residential; although they were supported and encouraged to attend they chose not to.

## 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 reading attainment between those with protected characteristics and those without.

### Description of the improvement needed

- Reading data for those with a protected characteristic is significantly lower than those without.
- Appledore School aims to narrow this gap

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored?
Students with protected characteristics will receive time with the reading champion	All students with a PC	Throughout the year		We will continue to monitor the data to look for an improvement.

## Equality Objective 2

To monitor and analyse achievement of those with a protected characteristic, and act on any trends or patterns in the data that require additional support for children

### Description of the improvement 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 to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored?
Headteacher analyses pupil academic performance data, and shares with class teachers and agrees targets and additional support as appropriate.	Headteacher / Class teachers	Termly	None	Termly pupil progress meetings held by the headteacher with class teachers.

### Equality Objective 3

**Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.**

#### Description of the improvement needed

Previously CPOMS wasn't being fully utilised to monitor and track incidents related to this objective.

#### Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored?
Continue to refine system of logging related CPOMS incidents to ensure accurate reporting	Headteacher, All staff	Ongoing	None	Headteacher monitors all CPOMS incident reports.
SLT to analyse CPOMS incident reports to ascertain any patterns or trends	SLT	Ongoing/Termly	None	Analysed in SLT meetings.
Termly reporting to governors.	Headteacher /Governors	Termly	None	Governor minutes

## 7. Year 1 data and Summary

### Data

We have two students with a hearing impairment, 10 who are of an ethnicity other than White British, and two who have a religion other than Christian or No Religion. Attendance of pupils above statutory school age with a protected characteristic is 96.5%, compared with 95.8% for the rest of the school. No pupils have been suspended or permanently excluded in the last year.

The table below shows the percentage of students in different groups from Year 1 to Year 6 who are achieving expected standard or greater.



	Reading	Writing	Maths
Protected Characteristics	64%	73%	45%
No Protected Characteristics	82%	69%	75%
Girls	77%	74%	71%
Boys	77%	64%	76%

No students with a protected characteristic currently attend an extracurricular club at school, compared with 15% of students without a protected characteristic. 100% attended school trips. Only two year groups take part in residential; 100% of students with a protected characteristic in those year groups attended the residential, compared to 88% of the rest of those years.

## Summary

The gap in reading is still noticeable, we will continue to give students with a protected characteristic additional time with our Reading Mentor. There is a large difference in Maths. This is predominantly due to SEND within the protected characteristic group and each of those students is receiving small group time to focus on their maths.

## 8. Year 2 data and Summary

### Data

## Summary

## 9. Year 3 data and Summary

### Data

## Summary

## 10. Formal Equality Objective Review

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
Outline the objective

<b>Describe the improvement that was needed</b>  <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
<b>Summary</b>  				

## Summary

<b>Equality Objective 3</b>  <b>Outline the objective</b>				
<b>Describe the improvement that was needed</b>  <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	How was it monitored	How was it achieved	Impact

	the lead			
<b>Summary</b>				

### 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	<p>From the establishment's perspective, the term "community" has a number of meanings:</p> <ul style="list-style-type: none"> <li>• The establishment community – the students we serve, their families and the establishment's staff.</li> <li>• The community within which the establishment is located – in its geographical community, and the people who live and/or work in that area.</li> <li>• The community of Britain – all establishments by definition are part of it.</li> <li>• The global community – formed by European and international links.</li> </ul>
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.