

Equality Duty Review

Cycle #1

Horrabridge Primary and Nursery School	
Date adopted and equality objectives set: 15 January 2024	
Year 1 data and summary: 15th January 2025	Year 2 data and summary: 15 th January 2026
Year 3 data and summary:	Formal equality objective review:



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1. Equality Statement

At Horrabridge Primary and Nursery School (HNPS), we welcome our duties under the Equality Act 2010.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

HPNS aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for

diversity. We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and equitable curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes.

HPNS does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school extremely seriously. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

At HPNS our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.

- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employees will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

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 Horrabridge Primary and Nursery School 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 Horrabridge Primary and Nursery Schools) 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 Horrabridge Primary and Nursery Schools 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 Horrabridge Primary and Nursery School 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 Horrabridge Primary and Nursery School 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. Horrabridge Primary and Nursery Schools 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 Horrabridge Primary and Nursery Schools 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 Horrabridge Primary and Nursery Schools 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 Horrabridge Primary and Nursery Schools 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 Horrabridge Primary and Nursery School 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 Horrabridge Primary and Nursery School 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 Horrabridge Primary and Nursery School complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other Horrabridge Primary and Nursery School 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. Horrabridge Primary and Nursery Schools should no longer require job applicants to complete a generic health questionnaire. Neither should an Horrabridge Primary and Nursery School 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

Attendance Data

SEND attendance currently sits around 2% below non-SEND pupils.

Non-White British attendance sits around 1% below White British attendance.

Girls' attendance sits broadly in line with boys' attendance percentage.

Suspensions / Exclusions

No suspensions or exclusions to date.

Bullying / Harassment

No current difference or concerns noted for any specific protected characteristic groups.

Attainment – Summer 2023

Year 1 phonics screener – 69 % Boys / 81% Girls passed their phonics screener at the end of Year 1.

Year 2 Reading – 71% Boys / 93% Girls at EXS+

Year 2 Maths – 71% Boys / 93% Girls at EXS+

Year 2 Writing – 59% Boys / 93% Girls at EXS+

Year 6 Reading – 71% Boys / 69% Girls at EXS+
Year 6 Maths – 93% Boys / 63% Girls at EXS+
Year 6 Writing – 79% Boys / 69% Girls at EXS+

Year 6 Residential 2023

One boy (SEND) and one girl (illness) did not attend.

Year 5 Sailing Week 2023

All pupils attended.

Extra-Curricular Activities

There is no discernible gap between attendance at extra-curricular activities for any pupil characteristic groups.

Pupil / Parent/Carer Voice

97.5% of parents/carers of all pupils feel their child does well at school and is supported.

95% of parents/carers of pupils with SEND feel their child is well supported and able to succeed at school.

6. Equality Objectives

Our Horrabridge Primary and Nursery School 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

Improve the quality of teaching and support to raise levels of attainment in core subjects for vulnerable learners.

Description of the improvement needed

A consistent offer of Quality First Teaching across all classes, with Ordinarily Available Inclusive Provision (OAIP) offering reasonable adjustments to enable all vulnerable learners to access the curriculum and raise their levels of attainment.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Engagement with School Improvement partners to audit provision across the school and identify areas for improvement/development.	JC / HD All subject leaders All staff	Termly	£2100	Advisor feedback reports Book scrutinies Governor monitoring Audits identify effective practice.
Staff to audit and agree to a 'OAIP Offer' in Reading/Writing/Maths across the school, ensuring that every class offers the same standard of provision for these areas of the curriculum.	All teachers	Spring 2022 Reviewed termly	Staff meeting time (directed hours)	Subject leaders / SENDCo / SLT lesson visits Core offer embedded in all year groups as systemic practice.
Key areas of good practice that can be used in other curriculum areas to be identified and agreed amongst teaching staff.	All teachers	Spring 2022 Reviewed termly	Staff meeting time (directed hours)	Subject leaders / SENDCo / SLT lesson visits Core offer embedded in all year groups as systemic practice.
Engagement with Local Authority SEND Advisor to build an OAIP offer for all Devon schools.	HD - SENDCo	2 days (Jan '24 and Feb '24)	N/A	SENDCo to report back on OAIP offer to school. School is a leader in the local authority in implementing OAIP offer and reporting back to Devon SEND Advisor.

Equality Objective 2

Embed the British Value of tolerance (mutual respect and tolerance of those with different faiths and beliefs and for those without faith). Continue to develop understanding of discrimination in the UK and wider world.

Description of the improvement needed

Due to the geographical location of the school and the school's population, some of our pupils have less opportunities to develop awareness of diverse cultures/faiths/backgrounds within the United Kingdom.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
PSHE curriculum planned to develop pupils' understanding of wider acceptance for all.	HD	Summer 2022 Termly review	Subscription to quality assured planning and resources – approx. £300.	Termly subject scrutiny through lesson observations and book scrutiny. Governor / subject lead consultations. Floor book content will match curriculum pacer. Children will be able to share learnt knowledge as identified in knowledge organisers.
R.E. curriculum covers various faiths and beliefs.	AL	Summer 2022 Termly review	£1000 p/a	Termly subject scrutiny through lesson observations and book scrutiny. Governor / subject lead consultations. Book content will match curriculum pacer. Children will be able to share learnt knowledge as identified in knowledge organisers. Children will be able to speak knowledgeably about diversity within the United Kingdom.
Cultural capital addressed within wider curriculum through identification of key figures from different backgrounds with diverse life experiences.	HD/AL All teachers / subject leaders	Termly	N/A	Book scrutinies Pupil consultations Evidence of key figures being taught about will be in work books. Children will be able to talk knowledgeably about diverse figures they have learnt about in various subjects – P.E., Literacy, Art, etc.
Celebration/awareness days to acknowledge diversity within the United Kingdom made part of the school's calendar of annual events.	HD	Annually	TBC – dependent on how the celebration is held (visitor, resources, etc).	Awareness calendar to have key dates planned into it. The children will experience a range of days to celebrate different things, such as environment/climate change, SEND, diversity.

Equality Objective 3

Raise awareness of the impact of bullying and harassment, especially where this relates to protected characteristics.

Description of the improvement needed

For children to understand the definitions of 'bullying' and 'harassment' and to know how to recognise signs of these things happening.

Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
PSHE curriculum to be mapped out in a progressive way across the year groups, identifying specific knowledge related to bullying/harassment.	Subject lead (HD)	Summer 2022 Termly review	Subscription to quality assured planning and resources – approx. £300.	Termly subject scrutiny through lesson observations and book scrutiny. Governor / subject lead consultations. Floor book content will match curriculum pacer. Children will be able to share learnt knowledge as identified in knowledge organisers.
Key vocabulary to be identified in PSHE planning and evidence of this to be on display within classroom environment.	Subject lead (HD)	Summer 2022 Termly updates	Subscription to quality assured planning and resources – approx. £300.	Termly subject scrutiny through lesson observations and book scrutiny. Governor / subject lead consultations. Floor book content will match curriculum pacer. Children will be able to share learnt knowledge, using appropriate and learnt vocabulary in relation to bullying.
PSHE to be one of the priority subject areas for audit/review within the subject leader/staff meeting cycle.	Subject lead Lead gov	Termly	N/A	Termly subject scrutiny through lesson observations and book scrutiny. Governor / subject lead consultations. Floor book content will match curriculum pacer. Children will be able to share learnt knowledge as identified in knowledge organisers.
Anti-bullying Week to be used to raise awareness of bullying and how to stop it.	HD / class teachers	Annually	N/A	Anti-Bullying Week will be marked annually through delivery of 'bullying' objectives from PSHE planning during the week. Children will demonstrate an awareness of the definition of bullying and what it is – and isn't.

Equality Objective 4

Develop the social communication skills of our autistic children.

Description of the improvement needed

Children with Communication and Interaction difficulties, including Autism, will have improved attendance rates and access to the full curriculum alongside their peers.

Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Continued engagement with the Communication and Interaction Team to ensure good practice and appropriate provision for those children identified as being on the autistic spectrum.	HD Class teachers	As required Annually – C&I Needs audit	C&I Team – free support	C&I Team advisors to annually audit our C&I provision with HD (SENDCo). Children with autism or C&I/SLCN needs in our school feel supported and able to attend regularly.
Continued inclusive and flexible practice to meet the needs of our autistic pupils, including resourcing within the classroom and personalised timetables/lunch times as required.	All staff	At all times	C&I Team – free support	C&I Team advisors to annually audit our C&I provision with HD (SENDCo). Children with autism or C&I/SLCN needs in our school feel supported and able to attend regularly.
Use of classroom T.A.s to implement specific interventions related to social communication, as advised by the C&I Team.	Teachers TAs	As required	Social skills resource books – approx. £50.	C&I Team advisors to annually audit our C&I provision with HD (SENDCo). HD to monitor IEPs – targets and identified interventions/provision – to ensure that advice from specialists is planned into their curriculum. Children with autism or C&I/SLCN needs in our school feel supported and able to attend regularly.
Engagement with Local Authority SEND Advisor to build an OAIP offer for all Devon schools.	HD - SENDCo	2 days (Jan '24 and Feb '24)	N/A	SENDCo to report back on OAIP offer to school. School is a leader in the local authority in implementing OAIP offer and reporting back to Devon SEND Advisor, enhancing the experience and social development of our autistic 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 School is doing in response to its Equality Duty. This isn't an in-depth response, but more of a way to acknowledge that Horrabridge Primary and Nursery School 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 Horrabridge Primary and Nursery School 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 Horrabridge Primary and Nursery School. 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 Horrabridge Primary and Nursery School 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

Attendance Data

SEND attendance currently sits broadly in line with non-SEND pupils.

Non-White British attendance sits broadly in line with White British attendance.

Girls’ attendance sits around 0.8% below boys’ attendance percentage.

Suspensions / Exclusions

No suspensions or exclusions to date this academic year.

Bullying / Harassment

No significant current difference or concerns noted for any specific protected characteristic groups.

Attainment – Summer 2024

Year 1 phonics screener – 85 % Boys / 100% Girls passed their phonics screener at the end of Year 1.

Year 6 Reading – 69% Boys / 68% Girls at EXS+

Year 6 Maths – 85% Boys / 100% Girls at EXS+

Year 6 Writing – 54% Boys / 84% Girls at EXS+

Year 6 Residential 2024

Two boys did not attend.

Year 5 Sailing Week 2024

One girl did not attend.

Extra-Curricular Activities

There is no discernible gap between attendance at extra-curricular activities for any pupil characteristic groups.

Pupil / Parent/Carer Voice

99.1% of parents/carers of all pupils feel their child does well at school and makes good progress.

88% of parents/carers of pupils with SEND feel their child is well supported and able to succeed at school.

Summary

8. Year 2 data and Summary

Data

Attendance Data

SEND attendance currently sits around 1.1% below that of non-SEND pupils.

Non-White British attendance sits broadly in line with White British attendance.

Girls' attendance sits around 0.5% below boys' attendance percentage.

Suspensions / Exclusions

No suspensions or exclusions to date this academic year.

Bullying / Harassment

No significant current difference or concerns noted for any specific protected characteristic groups.

Attainment – Summer 2025

Year 1 phonics screener – 77% of boys/100% of girls passed their phonics screener at the end of Year 1.

Year 6 Reading – 89% Boys / 69% Girls at EXS+

Year 6 Maths – 94% Boys / 81% Girls at EXS+

Year 6 Writing – 78% Boys / 75% Girls at EXS+

Year 6 Residential 2025

All pupils attended.

Extra-Curricular Activities

There is no discernible gap between attendance at extra-curricular activities for any pupil characteristic groups.

Pupil / Parent/Carer Voice

100% of parents/carers of all pupils feel their child does well at school and makes good progress.

100% of parents/carers of pupils with SEND feel their child is well supported and able to succeed at school.

Summary

9. Year 3 data and Summary

Data

Summary

10. **Formal Equality Objective Review at end of 4-yr cycle**

Data

Equality Objective 1				
<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 Horrabridge Primary and Nursery School'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				

Equality Objective 2

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 Horrabridge Primary and Nursery School'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

Summary

Equality Objective 3

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 Horrabridge Primary and Nursery School'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				

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 Horrabridge Primary and Nursery School’s perspective, the term “community” has a number of meanings: • The Horrabridge Primary and Nursery School community – the students we serve, their families and the Horrabridge Primary and Nursery School’s staff. • The community within which the Horrabridge Primary and Nursery School is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – all Horrabridge Primary and Nursery Schools 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.