The equality duties and schools
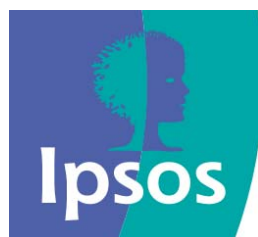
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Equality and
Human Rights
Commission

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and schools

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Introduction

The equality duties were pieces of equality legislation that required public bodies (including schools) to pay due regard to work towards eliminating unlawful discrimination and harassment and to actively promote equality with regard to gender, disability and race. The new Public Sector Equality Duty replaced the existing legislation on 5 April 2011, to include: disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, and sexual orientation.

The Equality and Human Rights Commission (the Commission)'s first Triennial Review of evidence on inequality, *How Fair is Britain?*, found in its education chapter that educational attainment continues to be strongly associated with socio-economic background, and the gap in attainment between ethnic groups has narrowed more clearly, with some previously low-performing groups catching up with the average. Young women are now ahead of young men in many aspects of educational attainment, but subject and course choices remain heavily segregated, with repercussions in higher education and the labour market. Young people with Special Educational Needs (SEN) account for the majority of permanent exclusions from school in England, and continue to have low educational attainment. For lesbian, gay, bisexual and transgender (LGBT) young people, attainment trends are harder to measure, but there are signs that they are being penalised by unfair treatment and bullying in the education system, at school and beyond.

Very few studies have investigated *any* of the equality duties work carried out by schools. This is an under-researched area within education. No comprehensive research into how schools in England and Wales implemented the three equality duties (for gender, disability and race) has been conducted to date. Some studies have investigated aspects of compliance with the disability and race equality duties. A 2009 study by Beckett et al. found 'slow' and 'patchy' progress on the Disability Equality Duty in English primary schools. A study by Estyn in Wales published in 2009 found that most schools that have a significant number of pupils from ethnic minorities also have race equality action plans, and teachers in these schools promote race equality and diversity as part of these. Only a minority of schools had action plans for racial equality that were clearly linked to targets and actions in their school development plans.

Ipsos MORI was contracted by the Commission to undertake a detailed programme of research to examine ways in which schools in England and Wales were carrying out and implementing the equality duties, and to identify examples of positive practice. In addition, the study sought to provide some early indications of awareness about the then forthcoming Public Sector Equality Duty and to what extent the new protected characteristics (gender reassignment, pregnancy and maternity, religion or belief, and sexual orientation) and human rights are under development and integrated into schools' existing equality policies, schemes and target-setting. The research was commissioned in order to learn lessons from how schools have implemented the equality duties and inform guidance and policy for the successful implementation of the Public Sector Equality Duty in 2011.

This research is the first systematic review to be conducted of the equality duties in schools in England and Wales. While neither an audit of implementation nor an assessment of compliance, for the very first time, it provides a set of baseline statistics which indicate the extent to which schools are carrying out key duty-related activities. The research focuses upon pupils, rather than schools as an employer, in order to investigate impact upon pupil outcomes. It serves as a rich evidence base for illustrating the types of equality duty-related actions and processes schools are pursuing and the impact this has on addressing differences in pupil outcomes.

The drivers of equality duties work in schools
The most commonly mentioned drivers for fulfilling the equality duties were *wanting better lives for pupils* (27 per cent) and the *demonstrated positive impact the duties have on pupil outcomes* (25 per cent). Although most schools mentioned drivers that relate to improving pupils' experience and/or outcomes, there is some indication that *the law* (24 per cent) is also an important driver.

There were some notable significant differences in the drivers across types of school. Secondary schools were more likely to cite *it's the right thing to do* as a driver to fulfilling the equality duties than primary schools (23 per cent versus 14 per cent). Large schools were more likely than small schools to say that *having a high level of commitment to equality* and *pressing equalities issues in the school/community* are drivers; schools in areas of high ethnic diversity compared with those in areas of low ethnic diversity were more likely to say that *a demonstrated positive impact upon pupil outcomes* is a key driver; and schools in areas of high deprivation were more likely than those in low deprivation areas to cite *improving community cohesion*.

There is some evidence in the quantitative and qualitative research that the equality duties and other duties in combination were acting as drivers, including the duty to promote community cohesion and the duty of care, for example. The qualitative research findings also revealed adequate funding to be an important driver (an issue that was not really raised in the telephone survey).

Delivery of core equality duty requirements within schools
Almost nine in 10 schools (88 per cent) had a single equality policy/scheme that incorporates gender, disability and race equality. Only a small proportion (3 per cent) of schools appeared to be failing in their obligation to produce equality schemes or policies to cover gender, race and disability (either in one scheme or policy or within separate schemes or policies).

Schools were most likely to have an action plan with set targets specifically around meeting the Disability Equality Duty (79 per cent) than an action plan with set targets for race equality (52 per cent) or gender equality (40 per cent).

Three in 10 schools (31 per cent) had an equality policy or scheme *and* action plan with set targets for all three equality duties. Only 40 per cent had an equality policy or scheme *and* action plan for gender, compared with 52 per cent for race and 79 per cent for disability. Schools in England and schools in areas with high ethnic diversity were most likely to have an equality policy or scheme *and* action plan with set targets for all three duties.

When developing equality duty-related plans and policies, schools were most likely to consult teaching staff (67 per cent), governors (65 per cent) and parents or carers (59 per cent). Less than half (42 per cent) spontaneously reported consulting pupils.

Just under a quarter of schools (23 per cent) have not involved at least one group of disabled people (or their representatives) in the development of their disability equality scheme, which is a requirement of the Disability Equality Duty.

The majority of schools believe they are using information and evidence effectively to identify priorities for action for each of the equality duties (87 per cent) and to monitor progress towards equality-related outcomes (92 per cent).

Positive practice and its impact upon pupil outcomes: Gender
Over four in five schools (82 per cent) could describe something they have done (an activity, action or process) to meet the Gender Equality Duty that has contributed towards measurable, positive outcomes for pupils. Non-faith schools were more

likely than faith schools to be taking any action on gender equality that contributes to positive pupil outcomes (85 per cent versus 72 per cent respectively – though this is an indicative finding only[1]). Schools with an equality policy or scheme *and* action plan for gender were also more likely to give an example of positive practice (93 per cent versus 73 per cent without).

In terms of positive practice arising from the Gender Equality Duty that has contributed to measurable outcomes, schools were most likely to say they ensure that clubs/activities/subjects/sports are open to both boys and girls (19 per cent). They also mentioned monitoring progress, improving boys' learning, adapting the curriculum to meet the needs of boys and encouraging pupils to take up non-traditional subjects and options.

Schools were more likely to provide an example of positive impact for male pupils than female pupils (75 per cent versus 69 per cent respectively). Overall, one in 10 (11 per cent) were unable to attribute any improvement in female pupils' outcomes to the implementation of the duty.

Schools *are* making some links between action and outcomes for female and male pupils. The most commonly cited positive impact on female pupils was increased rates of participation in sports, which correlates with the most commonly cited action to promote gender equality. Schools also identify improved subject attainment for girls; improved wellbeing/self-esteem and better engagement/higher aspirations.

The qualitative research indicates that when schools are able to recognise the link between outcome and action, this motivates them to continue and expand on equality-related action (this applies across the three equality duties).

With regard to male pupils, again, there is a recognised link between action and outcomes in terms of schools' work in fulfilling the Gender Equality Duty. This was evident, for example, in the link between the top three pupil outcomes (better attainment by subject, narrower gap in performance and better engagement/higher aspirations) and the action with the second highest mentions (reviewing and monitoring results and/or the curriculum to ensure there is no disparity between boys and girls).

There were some differences in the perceived positive impacts on girls and boys. Schools were more likely to say that equality-related action has led to increased

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[1] Small base size for faith schools (53); indicative finding.

rates of participation in sports for girls (19 per cent versus 10 per cent for boys) and a narrower gap in performance for boys (15 per cent versus 4 per cent for girls).

Positive practice and its impact upon pupil outcomes: Disability
Almost all schools (93 per cent) could describe something they had done (an activity, action or process) to meet the Disability Equality Duty that has contributed towards measurable, positive outcomes for pupils.

Over half of schools (54 per cent) said they have made school facilities suitable for disabled pupils (or have plans to do so). This is the most cited action by a considerable margin: schools were at least 40 percentage points more likely to say they have made school facilities suitable for disabled pupils (or have plans to do so) than anything else. The next most commonly cited action was ensuring that clubs/subjects/curriculum/trips/sports can be accessed by everyone (14 per cent). Schools also mentioned the training of staff and teaching/encouraging awareness about disability.

Schools with a disability equality policy or scheme *and* action plan were most able to give an example of promising practice that has contributed to improved pupil outcomes; they were also most likely to mention a positive impact on pupils as a result of their equality-related work, along with schools in England.

Almost four in five schools (77 per cent) were able to identify how their work has had a positive impact on disabled pupils (its outcome/benefit). This is in line with the proportion of schools that were able to identify a positive impact on male pupils as a result of their work on gender equality (75 per cent) but more than that for female pupils (69 per cent).

In line with the most common action to promote disability equality (making school facilities more accessible), the most cited positive impact is an increased reported sense of accessibility to school facilities/resources. Schools also spontaneously identify improvements in pupils' wellbeing, disabled pupils feeling more valued, and increased key stage and subject attainment.

Positive practice and its impact upon pupil outcomes: Race
Nine in 10 schools (90 per cent) were able to describe something they have done (an activity, action or process) to meet the Race Equality Duty that has contributed towards measurable, positive outcomes for pupils. This is a slightly lower proportion when compared with disability equality action (93 per cent), but a higher proportion when compared to gender equality action (82 per cent).

Schools were most likely to say that they have worked to raise awareness, tolerance and understanding, and that they hold multicultural days, conferences and/or assemblies. They also mentioned forging links with schools and communities overseas; using interpreters; building links with parents; monitoring progress, and dealing with racist incidents.

Schools that were most able to give an example of positive practice with regard to duty-related action on race equality included non-faith schools (though this is an indicative finding only) and those with an equality policy or scheme *and* action plan for all three duties.

Almost three-quarters of schools (73 per cent) were able to attribute an improvement in ethnic minority pupil outcomes to the Race Equality Duty; this is lower than the equivalent findings for disabled pupils (77 per cent) and male pupils (75 per cent) but slightly higher than that for female pupils (69 per cent).

Again, there are some links being made between equality-related action and positive impacts on pupil outcomes. The most commonly cited positive impact is an increase in pupils reporting feeling valued. Schools also mention improved attainment at key stages and in subjects; better engagement and higher aspirations; narrowed gaps in performance; increased wellbeing, and reduction in racist incidents.

Embedding the equality duties within broader school activities
Seven in 10 schools (69 per cent) said that gender, disability and/or race equality are an explicit feature of their Improvement or Development Plan.

Schools were more likely to say that gender, disability and/or race equality is an explicit feature of their *Self-Evaluation Form* (85 per cent) than their *Improvement or Development Plan* (69 per cent).

Performance management targets/objectives related to the duties were most likely to be set for some/all teaching staff (52 per cent) and least likely to be set for some/all support staff (45 per cent). Half of schools (50 per cent) set performance management targets and objectives for some/all senior leaders.

Nearly half (47 per cent) of schools set no performance management targets or objectives related to the duties for support staff, 42 per cent set none for senior leaders, and 41 per cent set none for teachers.

Schools that were most likely to make gender, disability and race equality issues an explicit feature of performance management targets/objectives for all or some senior leaders included those that are large, or in the most deprived areas of England, or in areas with high ethnic diversity; and those that have equality policies and/or schemes *and* action plans for gender, disability and race equality.

Progress on wider equality issues
The majority of schools (62 per cent) were unaware of the forthcoming Single Equality Duty (now known as the Public Sector Equality Duty) and the range of protected equality strands covered, which suggests that it will be important to build schools' awareness of the change in legislation.

Schools were asked if they cover wider equality issues and human rights in their equality policy or scheme. They were significantly more likely to say that they cover religion or belief (93 per cent), human rights (73 per cent) and sexual orientation (68 per cent) in their equality policies or schemes than gender reassignment (29 per cent) and pregnancy and maternity (26 per cent).

Secondary schools were significantly more likely than schools overall to cover all of the newer equality strands in their equality policy or scheme, and more likely than primary schools to cover religion or belief, sexual orientation, and pregnancy and maternity.

Special schools and Pupil Referral Units (PRUs) were significantly more likely than all schools overall to cover religion or belief, sexual orientation, and pregnancy and maternity in their equality policy or scheme, and were more likely than primary schools to cover sexual orientation and pregnancy and maternity.

English schools were significantly more likely than Welsh schools to include sexual orientation in their equality policy or scheme[2].

Welsh schools were more likely than English schools and all schools overall to include pregnancy and maternity in their equality policy or scheme[3].

Schools were most likely to have set specific targets to improve equality relating to religion or belief (31 per cent) and least likely to have done so in the case of gender reassignment (5 per cent). Nearly a quarter (23 per cent) of schools had set specific

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[2] Small base size for Wales (90); indicative finding.
[3] Small base size for Wales (90); indicative finding.

targets for human rights, 10 per cent for pregnancy and maternity, and 6 per cent for sexual orientation.

Actions that schools had taken in these areas included anti-bullying work, clamping down on homophobic language and behaviour, school trips to places of worship and teaching pupils about their rights and responsibilities.

Looking ahead: overcoming barriers and implementing solutions
Schools were most likely to say that the main barriers to fulfilling the equality duties were a lack of time and money. Additional barriers included: convincing parents or carers to take equality duties on board; a lack of guidance; a lack of relevant training; confusing legislation.

There were some differences in perceived barriers across schools. For instance, secondary schools were most likely to cite a lack of money, special schools and PRUs were most likely to cite a lack of continuing professional development for school staff, and schools in the most deprived areas are most likely to cite difficulties in convincing parents or carers to take the equality duties on board.

The vast majority of schools believed that a lot or a little more training or continuing professional development on the equality duties is needed. Only a fifth of schools (20 per cent) believed established teachers have received enough training, with 24 per cent saying senior leaders and 22 per cent saying that new entrants to the profession have received enough. It is believed that new entrants to the teaching profession are significantly more likely to need a lot more training.

When asked specifically about their duty-related guidance needs, schools were most likely to agree that they need better guidance on how to design and deliver training related to the equality duties (55 per cent gave this response), followed by needing better guidance on how to collect appropriate and relevant evidence (49 per cent) and guidance on the duties generally and what they mean for schools (49 per cent).

At the overall level, schools were most likely to have a policy or scheme and action plan *and* be able to cite an example of promising practice and a positive impact on pupil outcomes for disability equality (60 per cent). The equivalent for race equality and gender equality applied to 40 per cent and 30 per cent of schools respectively.

Welsh schools[4] were more likely than English schools to agree that they need better guidance in setting targets and monitoring progress towards improved outcomes, and collecting appropriate and relevant evidence. This was particularly evident among Welsh primary schools[5].

Primary schools were more inclined than secondary schools to say they need better guidance on collecting appropriate and relevant evidence.

Faith schools were more likely than non-faith schools to feel they need better guidance on designing and delivering training in relation to the equality duties.

Conclusions

The majority of schools are engaged with the importance of equality and there are clear signs that the duties are having some impact on their actions and pupil outcomes; this is good news.

However, many schools in England and Wales are not, generally speaking, operating fully within the equality duties framework. Rather, the evidence suggests that schools are falling somewhere along a scale of adherence to and adoption of the duties and consequently there is some considerable variation in schools' capacity to link pupil outcomes to the equalities framework. This means there is notable variation in the types of equality duty-related action taken by schools, the extent to which they were adhering to the specific duties and the ways in which schools think about differences in pupil outcomes and the type and scale of the actions they take to address these differences.

For example, some schools are not associating differences in outcome with issues of inequality and they do not follow particular practices, such as consultation, reviewing equality schemes and considering new targets and outcomes which the duties promote as the ideal framework within which to tackle inequality. These schools may say they 'don't have equality issues'.

Some schools are thinking differently about equality and are implementing the duties to identify and tackle inequality and monitor/improve pupil outcomes. This means that they consider whether differences in pupil outcomes are influenced by experiences of inequality and use the key steps outlined in the legislation and guidance on duties to tackle these equality issues (for example, by reviewing

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[4] Small base size (90); indicative finding.
[5] Small base size (55); indicative finding.

schemes, consulting stakeholders, embedding the duties in broader school policies and monitoring the impact of action taken on pupil outcomes).

According to the measures used in this study, the results suggest that schools are more active in demonstrating how they have implemented the Disability Equality Duty: six in 10 schools[6] are meeting some of the key requirements for this key measure, in that they:

- have a disability equality policy or scheme and an action plan with set targets for disability
- have demonstrated promising practice with regards to disability equality, and
- have seen a positive impact on disabled pupils' outcomes.

In contrast, two in five schools (40 per cent) have achieved the same for race equality and three in 10 (30 per cent) have achieved the same for gender equality.

When schools are asked to identify positive practice that has led to measurable improvements, they tend to focus upon improving access for disabled pupils. Schools also mention the training of staff and teaching/encouraging awareness about disability. They have seen impact in increased reported sense of accessibility to school facilities and resources, improvement in pupils' wellbeing; disabled pupils feeling more valued, and increased key stage and subject attainment.

For race, schools prioritise raising awareness and promoting tolerance and understanding. Schools also mention forging links with schools and communities overseas; using interpreters; building links with parents; monitoring progress; and dealing with racist incidents.

For gender, schools tend to prioritise ensuring that clubs, activities, subjects and sports are open to both boys and girls. They also mention monitoring progress; improving boys' learning; adapting the curriculum to meet the needs of boys; and encouraging pupils to take up non-traditional subjects and options. They have seen a positive impact on female pupils' outcomes in increased rates of participation in sports; improved subject attainment for girls; improved wellbeing/self-esteem; and better engagement/higher aspirations. They have identified better attainment by subject, narrower gap in performance and better engagement/higher aspirations for boys.

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[6] Results are based on only those schools that were asked all of the questions required to calculate the key measure. The result is not representative of all schools in England and Wales.

Therefore, while many schools have good intentions and believe (often rightly) that they are taking effective action on inequalities, their positive intentions do not always follow the systematic and evidence-based approaches emphasised in the equality duties, from which their pupils should benefit. The study implies that the real benefits of implementing the duties for pupils can be further developed.

Overall, the study indicates that:

- There is evidence of widespread goodwill and support for equality, and some considerable progress in implementing the duties, which have had a positive impact on pupil outcomes. This can be harnessed, shared and improved.
- There will need to be a greater emphasis upon action-planning and using evidence. Schools have good intentions and policies or schemes, but would benefit from translating these into more actions that can be measured.
- It will be important to continue to tackle entrenched inequalities (such as gender segregation in subjects and choices, gaps in attainment between groups, and high rates of exclusion and bullying) and make measurable progress.
- Schools can take greater steps to embed equality duties in their development plans and performance targets. This commitment makes a difference.
- Schools would like better guidance on how to design and deliver training related to the equality duties, how to collect appropriate and relevant evidence, and guidance on the duties generally and what they mean for schools.
- There is limited awareness of the new Public Sector Equality Duty, and limited progress has been made on newer equality issues like sexual orientation, gender reassignment, and pregnancy and maternity, signalling a steep learning curve to come in implementing this work.

1 Introduction and methodology

1.1 Introduction to the study

Ipsos MORI was contracted by the Equality and Human Rights Commission (the Commission) to undertake a detailed programme of research to examine ways in which schools in England and Wales are carrying out and implementing the three existing equality duties (for gender, disability and race), and to identify examples of promising practice. In addition, the study sought to provide some early indications of awareness about the forthcoming Single Equality Duty (now known as the Public Sector Equality Duty) that came into force in April 2011, and to what extent the newer equality strands, and human rights, are being thought about and integrated into schools' existing equality policies, schemes and target-setting.

The research is the first systematic review to be conducted of the equality duties in schools in England and Wales. While neither an audit of implementation nor an assessment of compliance, it does provide, for the very first time, a set of baseline statistics which indicate the extent to which schools are carrying out key duty-related activities. It focuses upon pupils, rather than schools as an employer, in order to give detailed consideration to the impact upon pupil outcomes. The research serves as a rich evidence base for illustrating the types of equality-related actions and processes being pursued by schools and the impact this has on addressing differences in pupil outcomes.

The research findings will be used to inform guidance on improving outcomes for pupils in the future through the single Public Sector Equality Duty which is being driven by the new legal framework for equality as set out in the Equality Act 2010. Information about the new duty, the Equality Act 2010 and a synopsis of what evidence has told us to date (that is, prior to this study) may be found in Chapter 2.

1.2 Research objectives

The overall aims of the research project were as follows:

- to provide baseline evidence regarding how schools are implementing the requirements of the specific gender[7], disability and race duties in England and Wales, and evidence of progress in wider equality issues

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[7] Schools in England and Wales are subject to the general duty of taking action to eliminate discrimination and harassment of males and females and promoting equality of opportunity. However, schools in Wales are not subject to specific duties within the Gender Equality Duty (for example, reviewing information and evidence).

- to capture examples of promising practice, where schools are able to demonstrate that they are raising standards and improving outcomes for pupils through the implementation of the general and specific duties, and
- to highlight the key reasons why schools are more or less successful in delivering their obligations, and making the best use of the public sector duties to improve pupil outcomes.

1.3 Methodology

The research project comprised four methodological strands:

- A number of scoping interviews with key education stakeholders to explore expert perspectives on promoting equality in schools and to identify the key issues for schools in implementing the equality duties.
- A review of materials to critically examine policy and literature relating to school implementation of the equality duties and improving pupil outcomes, in order to identify the main themes and approaches being used (including examples of good practice), and any gaps between policy and practice.
- A quantitative telephone survey of maintained primary schools, secondary schools, special schools and Pupil Referral Units (PRUs) in England and Wales, plus a booster survey of Academies.
- Qualitative research involving follow-up telephone in-depth interviews and one case study visit with a selection of schools that had taken part in the quantitative survey and had agreed to be re-contacted.

Adopting a mixed methodology enabled the research not only to collect robust data relating to key measures about the uptake and implementation of key duty-related activities, but also, through the qualitative research in particular, to provide detailed insight into how schools are going about fulfilling duty-related activity and how this activity can translate into positive outcomes for pupils.

The four strands of research are now looked at in more detail.

Scoping stage

Prior to the quantitative survey of schools, in order to aid the development of the questionnaire, a small-scale scoping exercise was conducted. The purpose of the scoping interviews was to gather knowledge, views and perspectives from a small number of key stakeholders who were considered essential to providing valuable insight into how the public equality duties are working in schools. These covered: how well schools are implementing the duties, challenges faced, the guidance available to schools, examples of promising practice, and the ways in which schools

are and could, in the future, monitor and measure success with regard to the implementation of the duties through hard and soft pupil outcomes.

A sample of potential interviewees was provided to Ipsos MORI by the Commission. An initial advance letter and email were sent to each of the contacts, outlining the purpose of the interview and the types of things to be discussed. Follow-up phone calls were made and interviewees were recruited for interview.

A total of three telephone interviews, each lasting up to 45 minutes, were conducted with a relevant representative from the following organisations:

- Office for Standards in Training and Education (Ofsted).
- Estyn.
- the Department for Education (DfE).

The scoping interviews enabled later stages of the research to be informed by 'expert' voices on the subject of the equality duties.

Literature review
A non-exhaustive literature review ran alongside the scoping interviews, where a number of different strategies were utilised in order to uncover the key issues. Initially, a list of potential useful sources was drawn up and formed the basis for the first general enquiries. The search list included:

- central government sources (DfE) and the Welsh Assembly (WA)
- Teachernet and Governornet
- the Equality and Human Rights Commission
- local authorities
- General Teaching Council for England (GTCE) and General Teaching Council (GTC) Wales
- Ofsted and Estyn
- the Specialist Schools and Academies Trust (SSAT)
- Mencap
- the National Union of Teachers (NUT)
- the *Times Educational Supplement* (TES), and
- the wider news media.

Early searches, particularly on the Commission website, led to an overall understanding of the issues and their impact upon schools. Bibliographies placed on these websites or within specific articles/publications provided additional leads.

Working through these leads meant that specific examples of policies and activities undertaken by schools, charities and local authorities were identified.

Working outwards from the core information sources meant that the impact and messages of the equality duties could be traced from a government level, through local authorities, to schools and individuals. It is this lineage and these linkages that formed the basis of the literature review.

Quantitative telephone survey of schools in England and Wales

Ipsos MORI conducted 503 telephone interviews with maintained primary schools, secondary schools, special schools and PRUs in England and Wales. The interviews with secondary schools included an Academy booster, where all Academies that were not included in the main secondary sample were contacted for interview.

Schools in both England and Wales were included as the Commission was interested in gaining an insight into similarities and differences between schools' practices in the two countries. The survey included faith and non-faith schools, mixed and single-sex schools, and schools in rural and urban areas. Fieldwork took place from 7 June to 20 July 2010 and all interviews were conducted using Computer-Assisted Telephone Interviewing (CATI).

The questionnaire

The questionnaire was designed after the scoping interviews and literature review to enable its content to be informed by the findings from the initial research phase. Questions were designed and selected in close consultation with the Commission and the final draft was tested in four cognitive interviews with senior school staff. These cognitive interviews aimed to test the wording and interpretation of the questions, in addition to the overall 'feel' of the questionnaire. Each participant was sent a copy of the questionnaire in advance and was later contacted for an hour-long telephone interview to discuss their views and understanding of it. Following the cognitive interviews, further revisions were made to the questionnaire before it was used for the main telephone survey.

In the early stages of fieldwork, telephone interviews took longer than expected, because respondents often had a lot to say and certain questions were therefore either dropped completely or restricted to a specified, but random, proportion of schools. (The length of interviews had to be limited due to the budget available for fieldwork and in order to maximise response rates – we were mindful of the time commitment that any one school could be asked to make to the study.) More detail on the questions that were affected can be found in Appendix 4.

The key topics that the questionnaire covered include the following:

- the equality duties in general (including schools' equality policies or schemes and target-setting)
- specific questions about the Gender Equality Duty
- specific questions about the Disability Equality Duty
- specific questions about the Race Equality Duty
- basic questions about wider equality issues
- information, guidance and support, and
- summing up (including barriers and drivers for fulfilling the equality duties).

A copy of the questionnaire can be found in Appendix 3. The average length of interview (across the full fieldwork period) was 20 minutes. This compares with the anticipated length of 17 minutes.

Sampling

Four separate sets of sample were drawn for the telephone survey: one for primary schools, one for secondary schools, one for special schools/PRUs and one for Academies (a census that excluded any already drawn in the secondary school sample). The primary school, secondary school and special school/PRU samples were all stratified by Government Office Region (GOR) and size (based on pupil numbers). Additionally, GOR Wales schools were over-represented in the primary school and secondary school samples; a proportionately representative sample was drawn for special schools/PRUs. The sampling strategy involved over-sampling in Wales to ensure that a reasonable number of Welsh schools participated in the research so as to draw useful conclusions from the findings.

Fieldwork process

A letter was sent to headteachers informing them about the survey prior to the start date to ensure that schools were expecting a phone call and had the opportunity to opt out, should they wish. Once fieldwork started, interviewers contacted schools by telephone and attempted to secure one interview with a member of staff in each school. Interviews were conducted with the headteacher, deputy headteacher, another member of the senior leadership team or another member of staff with responsibility for inclusion, personalisation and/or equal opportunities. If interviewers were unable to secure an interview on their first call, they either secured an appointment to conduct the survey on a particular day/time or called the school again at a later date.

Interviews completed

In total, interviewers contacted 3,339 schools and completed 503 interviews overall, giving an unadjusted response rate of 32.9 per cent[8]. The following table shows the target number of interviews and interviews achieved by school type.

School type	Target interviews	Interviews completed
Primary	200	200
Secondary	200	181 (incl. seven Academies)
Special/PRU	100	100
Academy booster	As many as possible (from a maximum of 151)	22

The following table provides a more detailed breakdown of the schools interviewed by country, gender and faith.

Country	Interviews achieved
England	413
Wales	90
Gender	**Interviews achieved**
Mixed	481
Girls	12
Boys	10
Faith	**Interviews achieved**
Faith school	69
Non-faith school	423

Further details of the school breakdown may be found in the data tables[9].

Weighting

Data were weighted by school type and GOR to ensure the findings reflected the profile of maintained schools in England and Wales. Detailed information on the weighting processes may be found in Appendix 1.

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[8] Calculated as follows: completes/(completes + refusals) = 503/(503+1,026).
[9] Additional breakdowns in the data tables include: number of pupils, percentage of pupils eligible for free school meals, deprivation (for England and Wales), ethnic fractionalisation and type of geography. Ethnic fractionalisation indicates how ethnically diverse an area is, as opposed to how high the ethnic minority population is.

Qualitative research

The qualitative phase of the research comprised 12 in-depth telephone interviews with schools and one full-day case study visit.

Sampling

In the quantitative survey, interviewers asked schools if they would be willing to be re-contacted for further research on the equality duties.

From the 336 schools that were willing to be re-contacted, Ipsos MORI, in consultation with the project team at the Commission, produced a shortlist to approach for a follow-up telephone interview or case study visit. The shortlisted sample was compiled from schools that appeared to demonstrate interesting practice across at least one of the three existing equality duties (gender, disability and race) and across a variety of equality issues (bullying, gender stereotyping, under-achievement). This was based on a review of their open-ended verbatim responses from the quantitative telephone survey. In addition, profile characteristics were considered for each school (for example GOR, school type and size) to include a broad mix of schools across England and Wales.

Recruitment

Recruitment took place between 4 June and 12 November 2010, with a break for the summer and autumn half-term holidays. All shortlisted schools were sent an advance letter by post and by email and were subsequently followed-up by a telephone call from a member of the Ipsos MORI project team. The purpose of the advance letter/ email and follow-up call was to re-introduce the study and to recruit the school to participate in an in-depth telephone discussion about their schools' work in regard to implementing equality duty activities and the impact this work might be having on pupil outcomes. Upon agreeing to take part in an in-depth telephone discussion, an appointment for interview was made with the nominated person at each school.

Profile of participants

The following table shows how many schools were interviewed by phase and GOR. Among those that participated, one was a single sex (all boys) school.

Research conducted	Total achieved	By phase	By GOR
In-depth telephone interview	12	2 primary; 5 secondary; 4 special; 1 Academy	1 East Midlands; 3 Greater London; 1 North East; 3 North West; 2 South East; 1 West Midlands; 1 Wales
Case study visit	1	Secondary	Wales

The discussion guides

Four discussion guides were developed for the qualitative research: one for the in-depth telephone interviews and three for the case study visit (one for staff, pupils and Local Authority/community organisation representatives). All discussion guides aimed to find out the same information – a detailed account of what equality-related processes schools have been through, the impact their work has had on pupil outcomes and role of the equality duties in this.

The discussion guide used for the telephone interviews was revised for the September-November phase of the research after reflecting on the findings from earlier interviews. The discussion guide was modified slightly to enable the interviewers to better explore the whole process the school pursues, between the actions and processes the school follows to identify, tackle and monitor the impact their equality-related work is having on pupil outcomes. The questioning also aimed to more explicitly probe on whether schools are linking their actions to the equality duties.

Conducting the research

All in-depth telephone interviews lasted between 45 minutes and one hour and were conducted on the telephone by a member of the Ipsos MORI research team. The case study visit comprised three in-depth interviews with members of the senior leadership team, two discussion groups with pupils and one in-depth interview with a youth worker from a local community organisation.

1.4　Presentation and interpretation of the quantitative findings

When interpreting the telephone survey findings, it is important to remember that the results are based on a sample, not the entire population, of schools in England and Wales. Consequently, results are subject to sampling tolerances, and not all differences between sub-groups are statistically significant (that is, a real difference). The sampling tolerances are indicated in Appendix 2.

Caution should be exercised when comparing percentages derived from base sizes of 99 schools or fewer, and particularly when comparing percentages derived from base sizes of 30 schools or fewer. In the reporting that follows, percentages which derive from base sizes of 99 schools or fewer should be regarded as indicative only. With regard to the questions that were removed or restricted to certain schools part way through fieldwork, it is also worth recognising that the base sizes here are not as large as initially anticipated (though most still consist of more than 100 schools). Base sizes and definitions are made clear in all charts (and in the text if findings are indicative only).

Where percentages do not sum to 100 per cent, this is due to computer rounding, the exclusion of 'don't know' categories, or multiple responses. An asterisk (*) denotes a value of less than 0.5 per cent but greater than zero.

Where net figures are discussed in plus (+) or minus (-) percentages, this refers to the two most favourable ratings minus the two least favourable ratings. References are also made to aggregate figures; this is when responses are combined to make up another 'code' (for example, the responses 'a lot' and 'a little' may be combined to make a new code of 'a lot/a little').

Within the telephone survey, schools were asked a number of 'open-ended', unprompted questions (where a list of pre-coded responses was *not* provided to interviewers and individual verbatim replies were recorded). When interpreting the findings at these questions, it is worth exercising caution as schools will have given 'top of mind' and fairly short responses. Therefore, for example, if something receives very few mentions, this may just be because schools did not think or did not choose to mention it, and not necessarily that only very few schools are doing it.

A number of the questions in the survey were also 'routed' – that is, asked only of schools that responded in a certain way to a previous question (and so were eligible to be asked a later question). It is important to note that, at these questions, a smaller number of schools than the total of 503 will have responded. A smaller sample size will also apply at questions which were asked of a certain proportion of schools due to timing restrictions (for example, part-way through fieldwork, only two-thirds of

schools were asked to give an example of promising practice with regard to each individual equality duty).

All findings in this report are derived from the weighted data in the 'all schools' data tables (data is weighted by school type and GOR). Unweighted data may be accessed in the data tables and phase-specific data can also be found in the individual sets of tables by school type (primary, secondary and special/PRU).

Where the report makes reference to deprivation levels, these are based on the Indices of Deprivation (IMD). IMD is calculated in a different way in England and Wales: due to low base sizes against each level of deprivation (low, medium and high) in Wales, differences by deprivation are reported for England only. Where reference is made to ethnic fractionalisation, this indicates how ethnically diverse an area is, as opposed to how large the ethnic minority population is.

1.5   Presentation and interpretation of the qualitative findings

A qualitative approach was considered appropriate to enable us to achieve greater depth in considering the wide range of actions taken by schools in responding to equality-related duties, and ultimately to understand the impact of this work on positive pupil outcomes. It is important to note that although qualitative research provides more detailed insights into complex issues, such as equality in education, the views obtained and the actions reported are not necessarily representative of the type of school. Throughout the report, use is made of verbatim comments from participants. Where this is the case, it is important to remember that the views expressed do not always represent the views of the school as a whole.

It is also worth noting that the equality-related language used by schools is often more informal or 'shorthand' than that used by the Commission. For example, schools did not really talk about 'tackling persistent inequalities' or 'using an evidence-based approach', but this does not mean that actions should be interpreted as *not* following an approach which is in line with the equality duties and guidance.

1.6   Definition of key terminology

Definitions of key terminology used in the report are listed below.

Indices of Multiple Deprivation (IMD): These measure how deprived a small local area is. Areas have been split into the most deprived band (or third) of areas in England, the least deprived and the 33.3 per cent between these two groups ('areas with medium levels of deprivation'). IMD is measured differently in England and Wales and therefore IMD is commented on for England only (as the base sizes for high, medium and low deprivation are very small for Wales).

Ethnic fractionalisation: This refers to the ethnic diversity of a small local area. A school in a more ethnically fractionalised (or diverse) area contains a larger number of different ethnic groups. Areas have been split into three bands and the most fractionalised third (that is, the least ethnically homogenous) has been compared with the least fractionalised third (that is, the most ethnically homogenous), ('most ethnically diverse' versus 'least ethnically diverse'). The 33.3 per cent of schools between these two groups ('areas with medium levels of ethnic fractionalisation') are also commented on within the report.

School size: Throughout the report, schools are referred to as small, medium or large in terms of their size. Within this report, small schools are those with up to 200 pupils, medium schools are those with 201-999 pupils and large schools are those with 1,000+ pupils. As mentioned in the analysis, school size tends to correspond with school type (for example, small schools are more likely to be primary than secondary schools).

Government Office Region (GOR): This refers to the region of the country in which schools are located. There are nine Government Office Regions in England: East Midlands, East of England, Greater London, North East, North West, South West, South East, West Midlands and Yorkshire and the Humber. Wales constitutes its own GOR.

Community cohesion: A cohesive community (as defined by the Local Government Association and partners in 2002) is one where people from different backgrounds and circumstances feel they belong, are positively valued, have similar life opportunities and are building strong relationships with each other in work, school and their neighbourhoods.

Significant difference: Unless indicated in the report, all differences reported are statistically significant. This means that the difference between two figures is a real, not just an apparent, difference.

Indicative finding: Where differences between figures are reported as indicative, this means that the base size is small (that is, below 100) and so conclusions based on the statistics should be interpreted with caution. If a larger base size answered the question, then conclusions can be drawn with more confidence.

Small base size: A small (or low) base size comprises less than 100 schools and results should be interpreted with caution. Base sizes of less than 30 schools (for example, in the case of Academies) are very small and extra caution should be exercised here.

1.7　Structure of the report

In the pages following:

Chapter 2 provides some background information, designed to set the context for the commissioned study.

Chapter 3 provides an overview of what schools perceive to be the main drivers for fulfilling the equality duties.

Chapter 4 identifies the extent to which schools are carrying out and implementing some of the specific gender, disability and race equality duties.

Chapters 5, 6 and 7 provide examples of what schools are doing to tackle gender, disability and race inequality (respectively), and the impact this is perceived to have upon the outcomes of their pupils. They also consider the extent to which this evidence suggests that schools are making links between the duties and pupil outcomes.

Chapter 8 discusses how schools are actually embedding the equality duties within broader school activities, and how far they are consulting relevant stakeholders.

Chapter 9 discusses the progress being made by schools in wider equality issues.

Chapter 10 looks at the key issues facing schools in the future, the barriers that schools believe they face, and the guidance they feel they need most.

Chapter 11 sets out the conclusions and implications arising from this study.

2 Background to the study

This chapter provides some background information, designed to set the context for the commissioned study. A brief overview outlines what has been required of schools in England and Wales with regards to implementing the general and specific duties for gender, disability and race. Building on this legislative framework, the chapter goes on to provide a short synopsis of the evidence (specific to the schools sector in England and Wales) available to date (that is, prior to this study being conducted), summarising what is known about how well schools are implementing duty-related activities and using these to improve pupil outcomes. Finally, the chapter concludes with an introduction to the Equality Act 2010 and what the Public Sector Equality Duty means for schools in England and Wales.

2.1 The equality duties

The equality duties were pieces of equality legislation that require most public authorities including schools (and, in the case of the disability and equality gender duties, those performing public functions) to pay due regard to working towards eliminating unlawful discrimination and harassment and to actively promote equality with regard to race, disability and gender. Three separate duties have come into force over the past decade, as follows:

- The Race Equality Duty, introduced into legislation in the Race Relations (Amendment) Act 2000.
- The Disability Equality Duty, introduced into legislation in the Disability Discrimination Act (amended 2005).
- The Gender Equality Duty, introduced into legislation in the Equality Act 2006.

Each equality duty was made up of a general duty and a number of specific duties. The specific duties provide a framework of action or key steps that schools should take in order to help them to meet the requirements of the general duty.

Race Equality Duty

Under the Race Equality Duty, schools are legally required to take action to fulfil the general duty by having due regard to:

1) Eliminate unlawful racial discrimination.
2) Promote equality of opportunity and good relations between people of different racial groups.

In order to achieve the general duty, schools were required to fulfil a number of specific duties as follows:

1) **Produce a written statement of the school's race equality policy**.
2) **Have in place arrangements for fulfilling its race equality policy** (linked to the race equality policy) using the information and evidence collected (in practice, this would usually be an action plan).
3) **Assess the impact of its current and proposed policies and practices** on race equality.
4) **Monitor the impact of policies** and use the evidence to track progress towards race equality targets and objectives.
5) **Publish the results of the monitoring on an annual basis**.

Disability Equality Duty

Under the Disability Equality Duty, schools are legally required to take action to fulfil the general duty by having due regard to:

1) Promote equality of opportunity between disabled people and other people.
2) Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.
3) Eliminate disability-related harassment.
4) Promote positive attitudes towards disabled people.
5) Encourage participation by disabled people in public life.
6) Take steps to meet disabled people's needs, even if this requires more favourable treatment.

In order to achieve the general duty, schools were required to take a number of steps, known as the specific duties, which include the following:

1) **Prepare and publish a disability equality scheme which includes an action plan,** and shows how it will fulfil its general and specific duties.
2) **Involve disabled people** in the development of the Disability Equality Scheme.
3) **Collect and use information** to assist in the performance of the general Disability Equality Duty.
4) **Assess the impact of its current and proposed policies and practices** on disability equality.
5) **Develop a plan of action** using the information and evidence collected to fulfil the general Disability Equality Duty.
6) **Implement the actions set out in its scheme**.
7) **Report** against the scheme every year and **review** the scheme at least every three years.

Gender Equality Duty

Under the Gender Equality Duty, schools in England are legally required to take action to fulfil the general duty by having due regard to:

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1) Eliminate unlawful sex discrimination and harassment.
2) Promote equality of opportunity between men and women.

In order to achieve the general duty, schools were required to fulfil a number of specific duties as follows:

1) **Develop and publish a gender equality scheme**, showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives.
2) **Consult stakeholders and take account of relevant information** when preparing a scheme.
3) **Collect information**.
4) **Use this information,** and any other relevant information, to meet the general and the specific duties and review the effectiveness of its implementation of the duty and to prepare subsequent schemes.
5) **Assess the impact of its current and proposed policies and practices** on gender equality.
6) **Set gender equality objectives** (and consider the need to have ones to address the gender pay gap).
7) **Fulfil its objectives**.
8) **Report** against the scheme every year and **review** the scheme at least every three years.

The specific duties for the Gender Equality Duty do not apply to schools in Wales. In practice, schools needed to develop action plans to meet all three duties.

Published guidance is available to public bodies to help them meet their obligations, providing advice on the general duties and the specific steps that lead to fulfilment of the duties. The Commission aims to ensure adherence to the equality duties and uses a number of strategies to do so, including legal action and working with partners to promote compliance. More detailed information about each of the three equality duties may be found on the Commission website[10].

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[10] http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties/

2.2   Evidence on equality and education

A wealth of research has been carried out over the past few years examining the situation within schools regarding gender, disability and race equality. This review is not intended to capture that body of work.

Every three years, the Commission is required to report to Parliament on the progress that society is making in relation to equality, human rights and good relations. The report *How Fair is Britain?*, published in 2010, is the first such Triennial Review. The review covers eight key areas or domains, including education, and brings together evidence from a range of sources. These include Census data, surveys and research, and help to paint a picture of how far what happens in people's real lives matches up to the ideals of equality. The Triennial Review gives a recent overview of equality in education. The education chapter reminds us that education is a key determinant of life chances. Alongside the right to education, education enables individuals to develop the skills, capacity and confidence to secure other rights and economic opportunities.

The Triennial Review found that educational attainment continues to be strongly associated with socio-economic background, but the gap in attainment between ethnic groups has narrowed, with some previously low-performing groups catching up with the average. Young women are now ahead of young men in many aspects of educational attainment, but subject and course choices remain heavily segregated, with repercussions in higher education and the labour market. Young people with Special Educational Needs (SEN) account for the majority of permanent exclusions from school in England, and continue to have low educational attainment. For lesbian, gay, bisexual and transgender (LGBT) young people, attainment trends are harder to measure, but there are signs that they are being penalised by unfair treatment and bullying in the education system, at school and beyond (Equality and Human Rights Commission, 2010: 301/302)

The extent to which schools recognise and address bullying is one sign of their commitment to ensuring that all children at school are respected equally. Nearly half of children say bullying occurs in their school. When asked if bullying was a problem in their school, 48 per cent of pupils in England and 32 per cent in Wales said 'yes'. In the same survey, 11 per cent of English and 10 per cent of Welsh school children reported that they had directly experienced bullying in the previous three months (British Council 2008).

2.3   Evidence on the impact of the gender, race and disability equality duties

The main purpose of the review is to highlight existing evidence on aspects of the duties and schools, where it exists.

The review found that very few studies have investigated any of the equality duties work carried out by schools. This is an under-researched area within education. No comprehensive research into how schools have implemented the three equality duties has been conducted to date.

A report by Estyn in 2007 on the practice of schools and local education authorities in implementing their duties in relation to the Disability Discrimination Act 2005 found that where disabled pupils did not have good access to the curriculum, it was often because schools lacked an appropriate variety of teaching methods, had poor ICT, and support staff did not have adequate specialist knowledge.

The Association of Teachers and Lecturers published its findings from research on disability equality in schools and colleges in Britain in 2008. Ninety-five percent of respondents were English so the findings are weighted towards the situation in England. The findings of this survey revealed limited knowledge around the duty to promote disability equality and in particular around the obligation on schools and colleges to produce a disability equality scheme and action plan to promote disability equality. When asked about their school or college's action plan to promote disability equality, 74 per cent of respondents said that their workplace either did not have one or that they did not know about it. Three quarters of respondents also indicated that they had not received any training at their school or college on disability equality.

Research by Mencap published in 2008 also found that *tackling disablist bullying and promoting disability equality is not a priority for schools.* The study found that eight in 10 children with a learning disability experienced bullying and many did not feel safe at school or within their community. Although the research was conducted with a small sample of schools (40 in total), the findings suggest that schools are *failing in their duty to promote the wellbeing of this vulnerable group of children.* Among the 40 participating schools, the Mencap study found that only seven schools had a Disability Equality Scheme (DES) in place and that just one of these was deemed to meet the legal requirements of the Disability Discrimination Act 2005. Furthermore, despite it being a legal requirement for disabled people to be involved in the development of the Disability Equality Scheme, this had been fulfilled in just two of the sampled schools and, even then, the level of involvement was considered limited. The study concluded that not only was disability equality not seen as a priority for these schools, but that those with responsibility for adhering to the Disability Equality Duty were lacking in awareness and understanding about their legal obligations.

One head teacher said: 'We have never heard of a DES, we have no idea how to produce one and no one from the local authority has contacted us about this.'

Research by Beckett et al. (2009) found that a quarter (24 per cent) of the teachers who responded to their survey of primary schools stated that they did not have a Disability Equality Scheme in place by December 2007, despite it being past the deadline for when schools were legally required to do so. This is a much smaller proportion than the 2008 Mencap study where 33 out of 40 schools did not have a scheme in place. The Mencap study included primary, secondary and special schools. It is unclear when their fieldwork took place. Feedback from schools that participated in the Beckett study suggested there was not often a clear link between the Disability Equality Scheme and promoting positive attitudes towards disabled people. In addition, *Fifty-seven per cent of schools responded that they 'could do more' to promote positive attitudes towards disabled people*. The evidence from the study suggests that efforts to embed disability equality into the wider curriculum were often limited and more than four in five schools felt that there was insufficient time to teach disability equality within the existing curriculum. Resources designed to help teach about disability equality were also absent in many schools. However, the majority of schools indicated that they believed that it was either important or fairly important to take a planned approach to teaching for disability equality. Overall, the survey findings from this study suggested that primary schools' acceptance of, and progress in relation to, the Disability Equality Duty has been slow and 'patchy'.

A report on the impact of schools' race equality policies published by Estyn in 2009 found that while most schools had a race equality policy in place, only around half of schools had adapted it to meet the specific needs of pupils, staff and the broader school community (based on a review of 25 Welsh schools). Most of the schools that had a significant number of ethnic minority pupils also had race equality action plans, and teachers in these schools promoted race equality and diversity as part of their mission. In these schools, it was also felt that race equality had been better embedded within the culture of the school and broader school policies and practices. Most of the schools that had no or few ethnic minority pupils said that race equality action plans had little relevance for them. Only a minority of the schools had action plans for racial equality that were clearly linked to targets and actions in their school development plans. The report went on to highlight some of the ways in which the participating schools were working to raise awareness and tackle racial inequality: *awareness is raised in school assemblies and in lessons, including those in religious education, personal and social education, and other National Curriculum subject lessons*. Furthermore, there was evidence across most of the schools that racially motivated bullying was being addressed and a system for reporting and dealing with racist incidents was common practice.

A lack of monitoring and tracking of the attainment and general achievement of ethnic minority pupils is something that was also noted by Estyn. The report states that: *very few schools track the achievement and attainment of their pupils by minority ethnic group. Many of the schools visited report that many pupils from minority ethnic groups are well motivated and achieve well. However, only a few schools collect and analyse data on the performance of pupils from minority ethnic groups to demonstrate this.* This research highlights the complexity around schools' fulfilment of the public sector equality duties and the importance of using a variety of data sources and research evidence in order to challenge and inform policies and practice. It also indicates that any attempt to claim the equality duties 'don't apply to our school because we have hardly any ethnic minority pupils' cannot be left unchallenged.

The tracking of attainment and general achievement of other groups of pupils is also problematic more widely. No schools systematically track the attainment and general achievement of their pupils according to their religion or belief, sexual orientation or gender identity. There are wide gaps in knowledge about pupils who fall into these groups.

Results from a teacher omnibus conducted by the National Foundation for Educational Research for the Commission's Triennial Review suggests that schools are likely to believe they are more effective in tackling inequality than the literature suggests. For example, 85 per cent of teachers rated their school as 'very active' in promoting equality and respect for pupils with a disability and 69 per cent said the same for pupils from ethnic minority backgrounds. Furthermore, primary school teachers were much less likely than secondary school teachers to state that bullying of pupils who fall within particular groups (that is, pupils from ethnic minorities, disabled pupils, lesbian, gay or bisexual pupils, and so on) is widespread: 80 per cent of primary teachers said that (of the groups asked about) none of them were a target for bullying from other pupils, and 84 per cent said that (of the groups asked about) none were stereotyped within their school.

2.4   The Equality Act 2010 and the Public Sector Equality Duty

On 8 April 2010, the Equality Act received Royal Assent, bringing together for the first time more than 100 different pieces of equality legislation under a single harmonised act. These included:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2, and
- the Equality Act (Sexual Orientation) Regulations 2007.

The Equality Act 2010 also provided for a new Public Sector Equality Duty (PSED). This requires public bodies to expand the scope of the three previous equality duties (gender, disability and race) to encompass nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership (although only in respect of eliminating discrimination), pregnancy and maternity, race, religion or belief, sex and sexual orientation. For pupils in schools, however, age is not applicable.

The PSED is set out in the Equality Act 2010. In summary, those subject to the PSED must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are sometimes referred to as the three aims or arms of the general equality duty. The Act helpfully explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to make provisions for disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

The Act gives the government a power to impose specific duties on certain public bodies to support the implementation of the PSED. The specific duties set out the steps that listed public bodies, including schools, must take to demonstrate compliance with the aims of the general duty. The Government Equalities Office is currently finalising their proposals for specific duties for listed public authorities in England.

In Wales the specific duties came into force with effect from 6 April 2011.

One of the roles of the Commission is to publish guidance about the Equality Act 2010 and what public authorities, including schools, can do to meet the PSED and fulfil the new specific duties[11].

2.5   Human rights

A particular area of interest for the Commission is what actions and targets schools are developing with regard to human rights. However, as this study focused primarily on gender, disability and race equality, the report provides just some evidence on policies, action plans and hints of promising practice. The Commission human rights strategy aims to strengthen respect for human rights in people's everyday life – by promoting understanding of human rights and demonstrating the value of human rights law, including how rights are accorded to children. Detailed information on the Commission's human rights strategy may be found on the website[12].

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[11] http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-2010-guidance/.
[12] http://www.equalityhumanrights.com/human-rights/our-human-rights-strategy/

3   The drivers of equality duties work in schools

Summary of findings

- The most commonly mentioned drivers for fulfilling the equality duties were *wanting better lives for pupils* (27 per cent) and the *demonstrated positive impact the duties have on pupil outcomes* (25 per cent).

- Although most schools mentioned a driver that relates to improving pupils' experiences and/or outcomes, there is some indication that the law (24 per cent) is also an important driver.

- Secondary schools were more likely than primary schools to cite *it's the right thing to do* as a driver to fulfilling the equality duties (23 per cent to 14 per cent).

- Schools in areas with high ethnic diversity were more inclined to say that a *demonstrated positive impact on pupil outcomes* is a key driver (29 per cent versus 20 per cent) compared to schools in areas with low ethnic diversity.

- Adequate funding was found to be an important driver in the qualitative research, though it was rarely mentioned in the telephone survey.

- There is some evidence in the quantitative and qualitative findings that the equality duties *and* other duties in combination were acting as drivers: the duty to promote community cohesion, the duty of care and the Race Relations (Amendment) Act 2000 are examples of other policies that have influenced schools' work on equality.

At the time of the research, schools in England and Wales had a statutory duty to promote gender, disability and race equality[13]. Therefore, it is extremely important to establish what schools understood by the equality duties and what they are actually doing in practice. This chapter provides an overview of what schools perceive to be the main drivers for fulfilling the equality duties*.*

3.1   What are key drivers of equality duties work within schools?

It is important to know what schools believe to be the key drivers for fulfilling the equality duties as this essentially demonstrates their primary motivations for working towards them. Positively, schools were most likely to spontaneously say that main drivers include *wanting better lives for pupils* (27 per cent) and the *demonstrated positive impact the duties have on pupil outcomes* (25 per cent). Additionally, almost one in five schools (17 per cent) spontaneously said that a *high commitment to equality* drives them to fulfil the duties.

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[13] Schools in England and Wales are subject to the general duty of taking action to eliminate discrimination and harassment of males and females and promoting equality of opportunity. However, schools in Wales are not subject to specific duties within the Gender Equality Duty (for example, reviewing information and evidence).

However, although most schools mentioned a driver that relates to improving pupils' experiences, there is also an indication that the law (24 per cent) can be an important driver. It is possible, though, that schools are also influenced by other motivations; schools were able to give one or more responses to this question.

Figure 3.1 shows schools' (perceived) top 10 drivers to fulfilling the equality duties.

Figure 3.1   Drivers for fulfilling the equality duties (%)
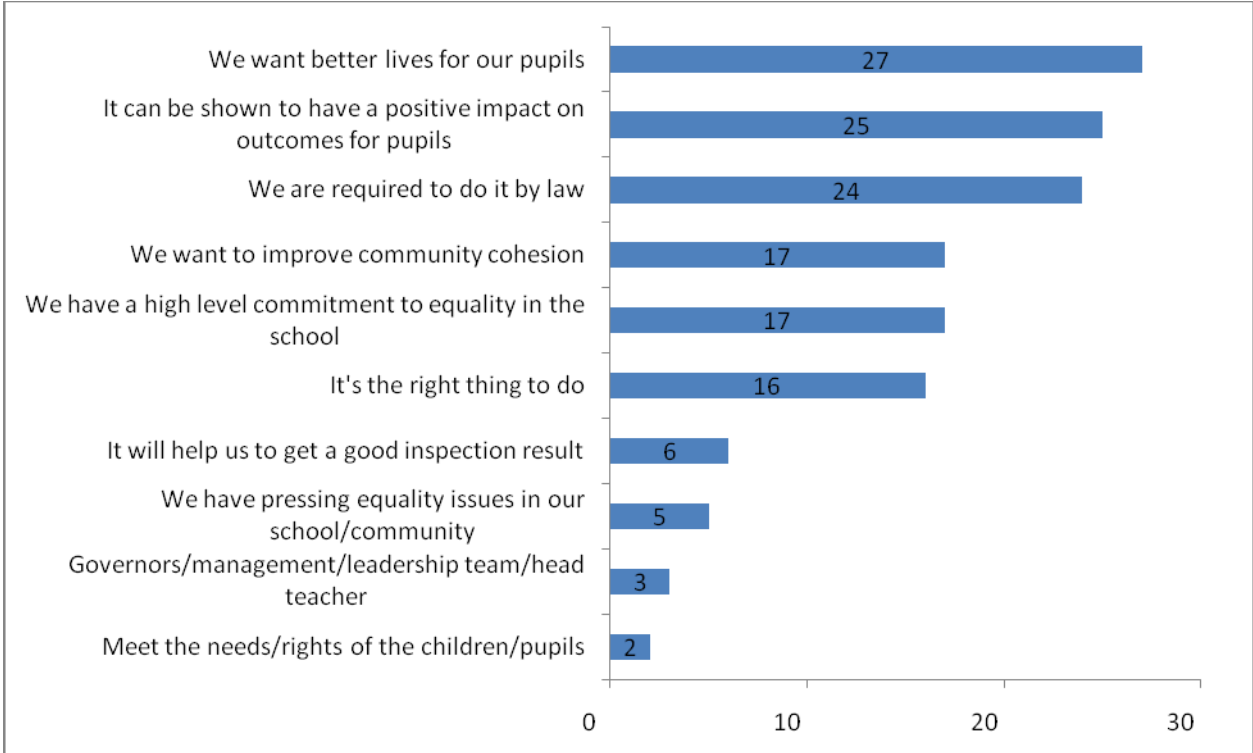
Base: all schools (503).

Table 3.1 on the next page shows the top[14] drivers by school phase/type. The results that are statistically significant are as follows:

● secondary schools were more likely to cite *it's the right thing to do* as a driver to fulfilling the equality duties than primary schools (23 per cent versus 14 per cent) and the average (23 per cent versus 16 per cent).

All other results in Table 3.1 are statistically non-significant.

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[14] Mentioned by at least 10 per cent of the responding sample.

Table 3.1   Drivers for fulfilling the equality duties (by school type)

	Secondary (%)	Primary (%)	Special/PRU (%)	Academies[15] (%)
We want better lives for our pupils	29	26	24	11
It can be shown to have a positive impact on outcomes for pupils	23	25	20	37
We are required to do it by law	27	24	25	36
We want to improve community cohesion	12	18	15	28
We have a high level commitment to equality in the school	21	16	20	22
It's the right thing to do	23	14	22	28

Base: secondary (181), primary (200), special/PRU (100), Academy (29).

Table 3.2 shows the top[16] drivers mentioned by schools in England and Wales. The results that are statistically significant are as follows:

- Welsh schools were more likely than average to mention *we are required to do it by law* as a driver (34 per cent versus 24 per cent of English schools)[17].
- English schools were more likely than Welsh schools to say that wanting to improve community cohesion is a driver for fulfilling the duties (18 per cent versus 4 per cent)[18]. This difference may be due to the fact that English schools are legally obliged to adhere to the community cohesion duty.

All other results in Table 3.2 are statistically non-significant.

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[15] Small base size (29); indicative findings.
[16] Mentioned by at least 10 per cent of the responding sample.
[17] Small base size for Wales (90); indicative finding.
[18] Small base size for Wales (90); indicative finding.

Table 3.2   Drivers for fulfilling the equality duties (by country)

	All schools (%)	England (%)	Wales[19] (%)
We want better lives for our pupils	27	27	26
It can be shown to have a positive impact on outcomes for pupils	25	25	21
We are required to do it by law	24	24	34
We want to improve community cohesion	17	18	4
We have a high level commitment to equality in the school	17	17	14
It's the right thing to do	16	16	12

Base: all schools (503), England (413), Wales (90).

Table 3.3 shows the top[20] drivers mentioned by faith schools. With the exception of *we want better lives for our pupils*, none of the results are statistically significant from the average for all schools.

Table 3.3   Drivers for fulfilling the equality duties (faith schools)

	All schools (%)	Faith schools[21] (%)
We want better lives for our pupils	27	17
It can be shown to have a positive impact on outcomes for pupils	25	33
We are required to do it by law	24	24
We want to improve community cohesion	17	20
We have a high level commitment to equality in the school	17	11
It's the right thing to do	16	11

Base: all schools (503), faith schools (69).

Further statistically significant results include:

- **School size:** Large schools were significantly more likely than small schools to say that having a high level of commitment to equality in the school is a driver (24 per cent versus 13 per cent respectively); large schools were also most likely to say that having pressing equalities issues in the school/community is a driver

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[19] Small base size (90); indicative findings.
[20] Mentioned by at least 10 per cent of the responding sample.
[21] Small base size (69); indicative findings.

(11 per cent of large schools versus 3 per cent of small schools). Additionally, medium and large schools were more inclined to cite the duties' positive impact on pupil outcomes as a driver (28 per cent of medium and large schools versus 18 per cent of small schools).

- **Deprivation (England only):** Schools in areas of high deprivation were more likely to cite improving community cohesion as a driver (24 per cent versus 11 per cent of schools in areas of low deprivation), whereas schools in the least deprived areas were most inclined to say schools fulfil the duties because they are required to by law (28 per cent versus 15 per cent of schools in the most deprived areas).

- **Ethnic diversity (fractionalisation):** Schools in areas with low ethnic diversity were most likely to say being required to do it by law is a key driver for fulfilling the duties (30 per cent versus 17 per cent of schools in areas with high ethnic diversity). Conversely, schools in areas with high ethnic diversity were more inclined to say that a demonstrated positive impact on pupil outcomes is a key driver (29 per cent versus 20 per cent of schools in areas with low ethnic diversity).

There is some indication that the equality duties combined with other duties were acting as drivers: the duty to promote community cohesion, the duty of care and the Race Relations (Amendment) Act 2000 are examples of other policies that have influenced schools' work.

The qualitative research findings highlight similar drivers to those mentioned in the telephone survey. These include wanting to promote community cohesion, school inspections and pressing issues in the school and/or local community. They also bring to light a number of other drivers in addition to those mentioned in the telephone survey, such as the importance of funding to achieving equality improvement goals.

4   Delivery of core equality duty requirements within schools

Summary of findings

- Only a small proportion (3 per cent) of schools did not have equality schemes or policies to cover all three equality strands (either in one scheme or policy or within separate schemes or policies).

- Almost nine in 10 schools (88 per cent) had a single equality policy or scheme that incorporates gender, disability and race equality.

- Schools were most likely to have an action plan with set targets specifically around meeting the Disability Equality Duty (79 per cent) than an action plan with set targets for race equality (52 per cent) or gender equality (40 per cent). Around two in 10 schools (21 per cent) did not have an action plan with set targets for disability, rising to nearly five in 10 (47 per cent) that did not have one for race and nearly six in 10 (59 per cent) that did not have one for gender.

- Three in 10 schools (31 per cent) had an equality policy or scheme *and* action plan with set targets for all three equality duties.

- At the overall level, schools were most likely to have a policy or scheme and action plan *and* be able to cite an example of promising practice and a positive impact on pupil outcomes for disability equality (60 per cent). The equivalent for race equality and gender equality applies to 40 per cent and 30 per cent of schools respectively.

- When developing equality duty-related plans and policies, schools were most likely to consult teaching staff (67 per cent), governors (65 per cent) and parents or carers (59 per cent). Less than half (42 per cent) spontaneously said they have consulted with pupils.

- Primary schools were significantly more likely than secondary schools and special schools/PRUs to have consulted parents or carers (63 per cent versus 45 per cent and 51 per cent respectively), whereas secondary schools had more frequently consulted pupils (56 per cent versus 42 per cent of all schools).

- Just under a quarter of schools (23 per cent) had not involved at least one group of disabled people (or their representatives) in the development of their disability equality scheme, which is a requirement of the Disability Equality Duty.

- Going forward, a tentative typology of schools can be created based on the combination of schools' adherence to duty-related processes and their attitude and culture towards the equality duties.

This chapter identifies the extent to which schools were carrying out and implementing some of the specific requirements of the gender, disability and race equality duties. These include developing equality policies and/or schemes, action

plans with set targets, consulting with stakeholders, and using information and evidence to support duty-related activities.

4.1 Developing equality policies/schemes

For each of the three equality duties (gender, disability and race), a key step in fulfilling the general duties was to observe the specific requirement to prepare and publish an equality policy and/or scheme. Three separate equality schemes could be developed for each of the three duties, or a single equality scheme which covers each of the three protected groups (and others) can be produced. The purpose of publishing (and reviewing) a policy/scheme is to ensure priorities in tackling inequality and promoting equality are established and that there is an up-to-date action plan to deliver these – having equality schemes in place essentially provides schools with a plan from which they can work to meet all of the general duties.

The results show that almost nine in 10 schools (88 per cent) had a single equality policy/scheme that incorporates all three duties.

Figure 4.1   Single equality policy/scheme
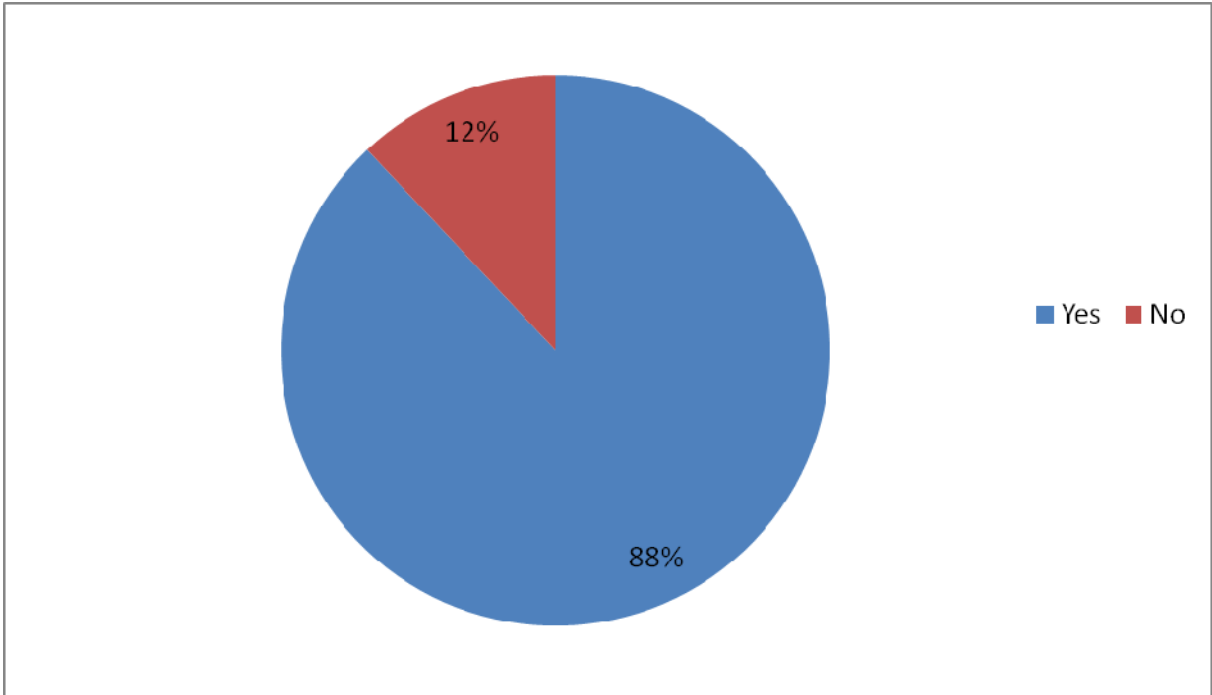
Base: all schools (503).

Table 4.1 shows the proportion of each school type that had a single equality policy or scheme. There are no statistically significant differences by school type.

Table 4.1   Single equality policy/scheme (by school type)

School type	Proportion with a single equality policy/scheme (%)
Primary	87
Secondary	90
Special/PRUs	91
Academies[22]	95

Base: primary (200), secondary (181), special/PRU (100), Academy (29).

Table 4.2 shows the proportion of schools that had a single equality policy or scheme broken down by country. There are no statistically significant differences between England and Wales.

Table 4.2   Single equality policy/scheme (by country)

Country	Proportion with a single equality policy/scheme (%)
English schools	88
Welsh schools[23]	91

Base: English schools (413), Welsh schools (90).

Nine in 10 faith schools had a single equality policy or scheme (90 per cent), but this is not statistically different to non-faith schools or the average for all schools.

For schools that did not have a single equality policy or scheme covering all three duties, the duties are covered either by three separate schemes or policies (that is, one for each duty) or by schemes or policies covering two or more of the duties.

Taking all the possible combinations of scheme/policy coverage into account, almost all schools had in place equality schemes or policies covering all three equality duties (97 per cent). Only a small proportion (3 per cent) of schools did not have equality schemes or policies to cover all three strands (either in one scheme or policy or within separate schemes or policies), and so were failing in their legal obligation to do so. Figure 4.2 below illustrates the extent to which schools in England and Wales have developed schemes or policies for each of the duties.

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[22] Small base size (29); indicative finding.
[23] Small base size (90); indicative finding.

Figure 4.2   Gender, disability and race equality policy or schemes (either integrated or separate)
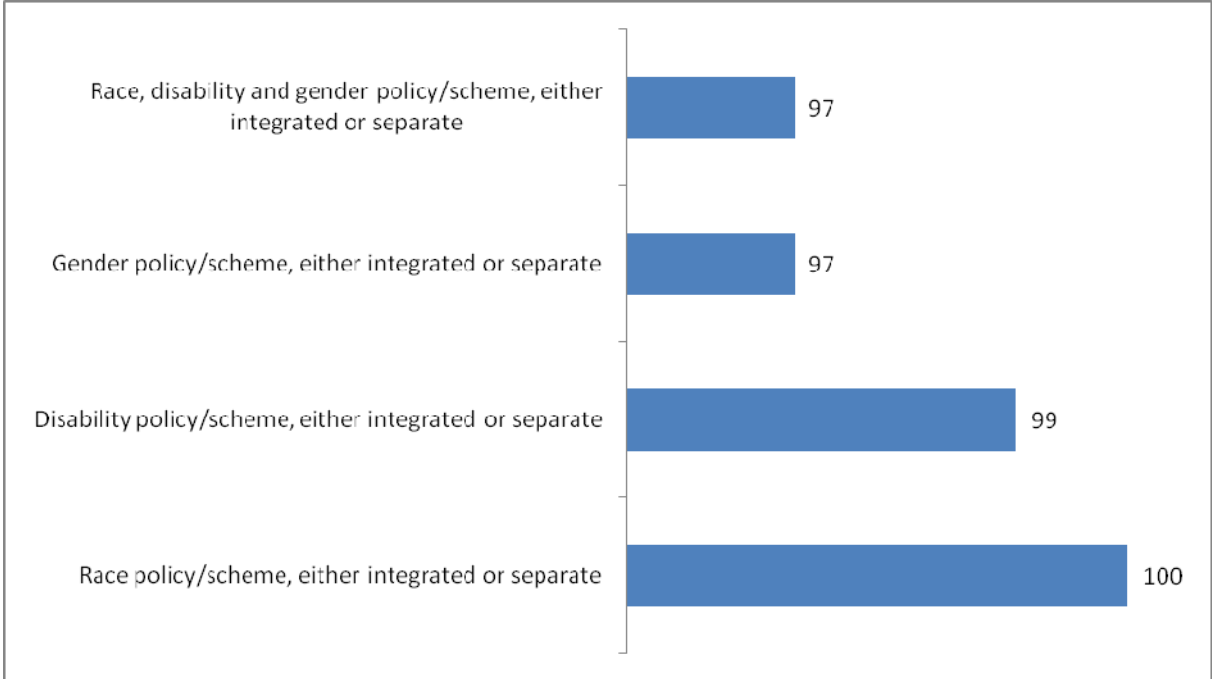
Base: all schools (503).

4.2   Developing action plans with set targets for the duties

Published guidance for the gender, disability and race equality duties required schools to develop action plans. The aim of the action plan is to support actions and processes in the implementation of the general duty and thus the fulfilment of equality policies or schemes. An action plan signals a commitment to action and outcomes (specific identifiable improvements), with targets that can be monitored. The duties did not require specific national goals to be included in action plans as schools needed to base these on their own priorities (that is, the equality-related issues of greatest concern for them and their communities)[24].

In this research study, participating schools were asked whether they had an action plan *with set targets* for the gender, disability and race equality duties. Although one would anticipate that an action plan would come with accompanying targets, it is possible that by asking the question in this way (that is, 'do you have an action plan with set targets for … ', rather than 'do you have an action plan'), the results slightly under-reflect the actual proportion of schools that have an action plan for one or more of the equality duties. Some schools may have elected to respond to this

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[24] See: http://www.equalityhumanrights.com/uploaded_files/PSD/des_general__guidance.doc, http://www.equalityhumanrights.com/uploaded_files/PSD/revising_race_equality_schemes.doc, http://www.equalityhumanrights.com/uploaded_files/PSD/10_developing_gender_equality_objectives_ and_scheme.doc

question with 'no', not because they do not have an action plan but because they do not have set targets.

Schools were significantly more likely to have an action plan with set targets specifically around meeting the Disability Equality Duty (79 per cent) than an action plan with set targets for race equality (52 per cent) or an action plan with set targets for gender equality (40 per cent). These differences are illustrated in the Figure 4.3.

Figure 4.3   Action plans and set targets to meet the race, disability and gender equality duties
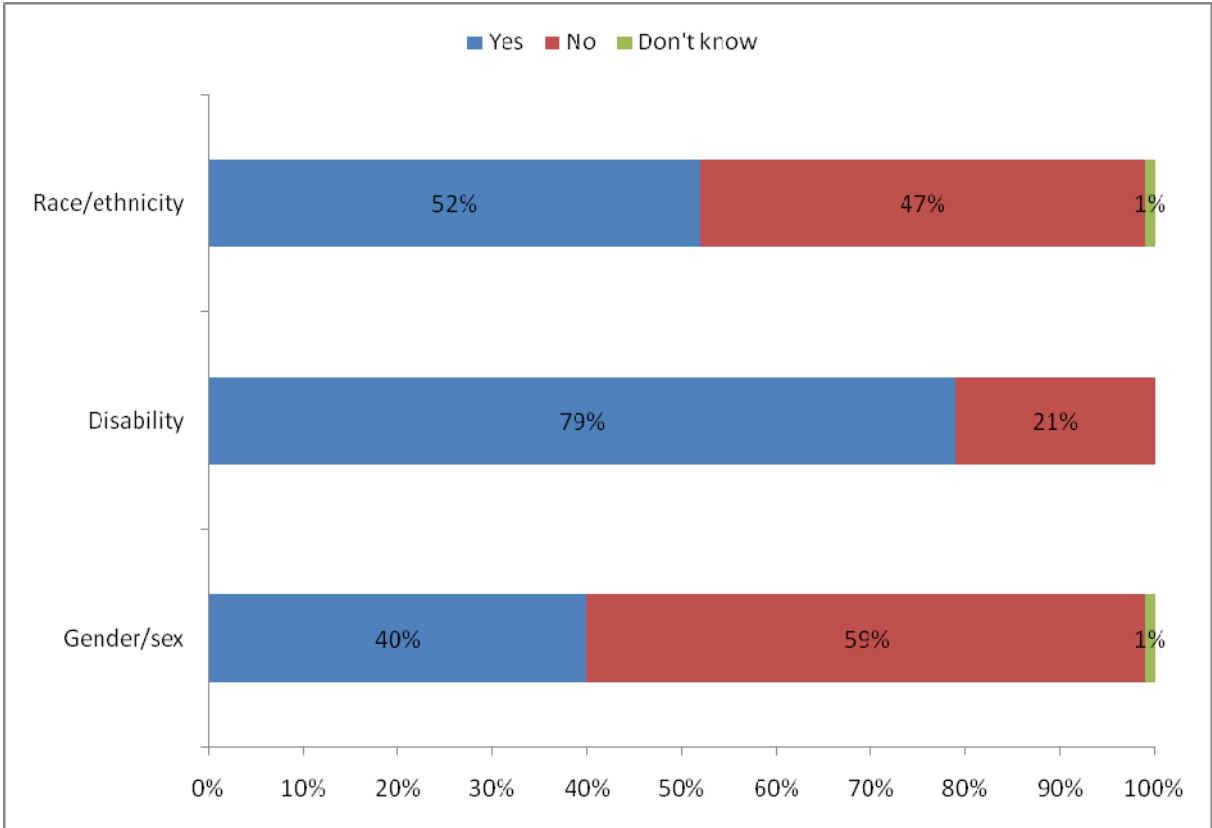
Base: all schools (503).

The considerable differences with regard to the three duties may be explained by several factors. Part of the reason for schools being least likely to have a gender action plan may be because the Gender Equality Duty was the last of the three to be introduced and specific duties, one of which is developing an action plan, were not legally required in Wales. However, the Race Equality Duty was introduced first, so the dates when the duties were introduced is not an absolute explanation for these findings. The research does indicate that schools were signalling greater action (or intent to act) with regard to disability, then race, followed by gender.

Looking specifically at some key sub-groups, Table 4.3 shows the proportion of schools with a gender, disability or race action plan with set targets by school type. None of the results are statistically significant.

Table 4.3   Action plans and set targets (by school type)

	Secondary (%)	Primary (%)	Special/PRU (%)	Academies[25] (%)
Proportion with a gender action plan with set targets	41	39	44	72
Proportion with a disability action plan with set targets	73	80	80	74
Proportion with a race action plan with set targets	52	51	60	69

Base: secondary (181), primary (200), special/PRU (100), Academy (29).

For the gender and race equality duties there are some statistically significant differences between schools in England and Wales, as highlighted in Table 4.4:

● English schools were more likely than Welsh schools to have a gender action plan with set targets (41 per cent versus 25 per cent) and a race action plan with set targets (53 per cent versus 38 per cent)[26].

All other results are statistically non-significant.

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[25] Small base size (29); indicative findings.
[26] Small base size for Wales (90); indicative findings.

Table 4.4   Action plans and set targets (by country)

	All schools (%)	England (%)	Wales[27] (%)
Proportion with a gender action plan with set targets	40	41	25
Proportion with a disability action plan with set targets	79	78	82
Proportion with a race action plan with set targets	52	53	38

Base: English schools (413), Welsh schools (90).

Looking at the results for faith schools, there are no statistically significant differences when compared with the average results for all schools. Results for faith schools are highlighted in Table 4.5.

Table 4.5   Action plans and set targets (faith schools)

	All schools (%)	Faith schools[28] (%)
Proportion with a gender action plan with set targets	40	39
Proportion with a disability action plan with set targets	79	79
Proportion with a race action plan with set targets	52	46

Base: all schools (503), faith schools (69).

The degree of ethnic diversity (fractionalisation) within the area in which a school is located appears to have an impact on this key measure. The following statistically significant differences emerge:

- Schools in areas of high ethnic diversity were more likely than schools in areas of low ethnic diversity (48 per cent versus 32 per cent) and schools overall (48 per cent versus 40 per cent) to have an action plan with set targets for gender equality.
- Schools in areas of high ethnic diversity were more likely than schools in areas of medium ethnic diversity (62 per cent versus 46 per cent) and schools overall

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[27] Small base size (90); indicative findings.
[28] Small base size (69); indicative findings.

(62 per cent versus 52 per cent) to have an action plan with set targets for race equality.

In the qualitative research, many schools mentioned examples of specific targets they set for pupils with regard to the gender, disability and race equality duties. For example, one secondary school in the East Midlands promotes intensive English language support for migrant pupils, and staff have set rigorous learning targets for Roma migrant pupils in order to help them progress more quickly to a higher learning level. In another instance, a special school in the North West has developed individual learning targets for each pupil with the aim of improving academic attainment.

4.3   Schools with policies or schemes *and* action plans with set targets

A key measure of interest to the Commission is the proportion of schools with an equality policy or scheme *and* an action plan with set targets, either for each duty separately or for all three (see Figure 4.4).

Figure 4.4   Equality policies/schemes and action plans
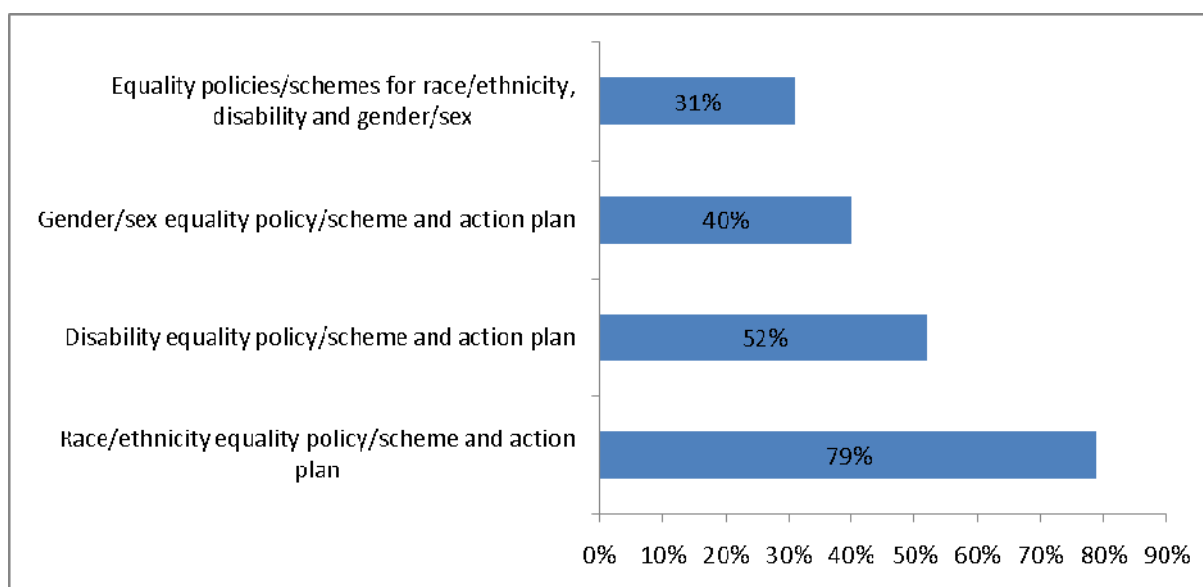
Base: all schools (503).

Three in 10 schools (31 per cent) had an equality policy/scheme *and* action plan with set targets for all three equality duties (gender, disability and race equality). Only 40 per cent, a minority, had an equality policy/scheme *and* action plan for gender, compared with 52 per cent for race/ethnicity and 79 per cent for disability.

The proportion of each school type with an equality policy/scheme *and* action plan for all three duties can be seen in Table 4.6. There are no statistically significant differences between primary, secondary, special/PRU and Academies in this regard.

Table 4.6   Equality policies/schemes and action plans (by school type)

School type	Proportion with an equality policy/scheme and action plan for all three duties (%)
Primary	30
Secondary	33
Special/PRUs	38
Academies[29]	39

Base: secondary (181), primary (200), special/PRU (100), Academy (29).

Table 4.7 shows the proportion of schools broken down by country with an equality policy or scheme *and* action plan for all three duties. English schools were significantly more likely than Welsh schools to have an equality policy or scheme *and* action plan for all three duties (32 per cent versus 19 per cent respectively)[30]. Again, this can probably be partially explained by the fact that only the general duty for gender equality is legally required in Wales (that is, schools are required to promote gender equality, but were not required to adhere to specific duties).

Table 4.7   Equality policies/schemes and action plans (by country)

Country	Proportion with a single equality policy/scheme (%)
English schools	32
Welsh schools[31]	19

Base: English schools (413), Welsh schools (90).

Three in 10 faith schools had a single equality policy/scheme (31 per cent), but this is not statistically different to non-faith schools or the average for all schools (both also 31 per cent respectively)[32].

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[29] Small base size (29); indicative finding.
[30] Small base size for Welsh schools (90); indicative finding.
[31] Small base size (90); indicative finding.
[32] Small base size for faith schools (69); indicative finding.

Finally, schools in areas with high ethnic fractionalisation were also most likely to have an equality policy or scheme *and* action plan with set targets for all three duties (38 per cent versus 28 per cent with low and 23 per cent with medium ethnic fractionalisation). This finding also makes sense given the fact that schools overall were least likely to have a race equality policy or scheme *and* action plan and the schools *that did* were most likely to be in areas with high ethnic fractionalisation.

4.4   Schools' overall levels of action on each of the three equality duties (gender, disability and race)

In the context of the education system, the introduction of the equality duties has meant that schools have been presented with a legal framework within which they must follow certain processes and carry out particular activities that will enable them to meet the specific and general duty for each of the three existing equality duties. Additionally, this legal framework also provides the ethos and context for thinking more critically about why differences exist between certain groups of pupils and the types of outcomes experienced. These outcomes might include level of attainment in exams, participation in extra-curricular activities, choice of career, bullying, exclusions, levels of happiness, self-esteem and other important issues.

Schools are encouraged to consider whether differences in pupil outcomes are grounded in or in some way associated with particular protected characteristics (gender, race, disability). Ideally then, the introduction of the duties has provided schools with a framework within which to:

- develop and embed duty-related actions and processes into the everyday operation of the school, providing the school with the mechanisms to tackle inequality
- identify any differences in pupil outcomes and consider whether these differences are due in whole or in part to pupils' characteristics (that is, protected characteristics)
- consider why these inequalities may exist and why the experience of inequality leads to certain impacts on pupil outcomes, and
- identify appropriate corrective action and interventions that will address the causes of inequality and drive improvement in pupil outcomes (for those affected by the inequality).

Many schools in England and Wales were not, generally speaking, operating fully within this framework. Rather, the evidence suggests that schools are falling somewhere along a scale of adherence to and adoption of the duties and consequently there is some considerable variation in schools' capacity to link

pupil outcomes to the equalities framework. What this means is that there is notable variation in the types of duty-related action taken by schools, the extent to which they were adhering to the specific duties and the ways in which schools think about differences in pupil outcomes and the type and scale of the actions they take to address these differences. This also varies by type of duty, with schools seemingly more attuned to the duties in regard to disability.

Figure 4.5 provides one such illustration of this variation, showing what proportion of schools have not only carried out some of the core duty-related activities such as developing a policy or scheme and an action plan with targets (that is, specific duties) but which have also demonstrated positive practice in regard to taking action to address differences in pupil outcomes and subsequently seeing this action have a positive impact on pupils. Chapters 5, 6 and 7 reveal the detailed findings on positive practice and pupil outcomes.

The results suggest that schools were more adept at adopting a duty-based approach when the focus is on disability equality: six in 10 schools[33] were meeting some of the requirements for this key measure, that is they have a disability equality policy or scheme and an action plan with set targets for disability, but they have also demonstrated promising practice with regards to disability equality and have seen a positive impact on disabled pupils' outcomes. In contrast, two in five schools had achieved the same for race equality and three in 10 for gender equality.

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[33] Results are based on only those schools that were asked all of the questions required to calculate the key measure. The result is not representative of all schools in England and Wales.

Figure 4.5   A policy or scheme, action plan, example of promising practice, and identified positive impact on pupil outcomes for gender, disability and race equality
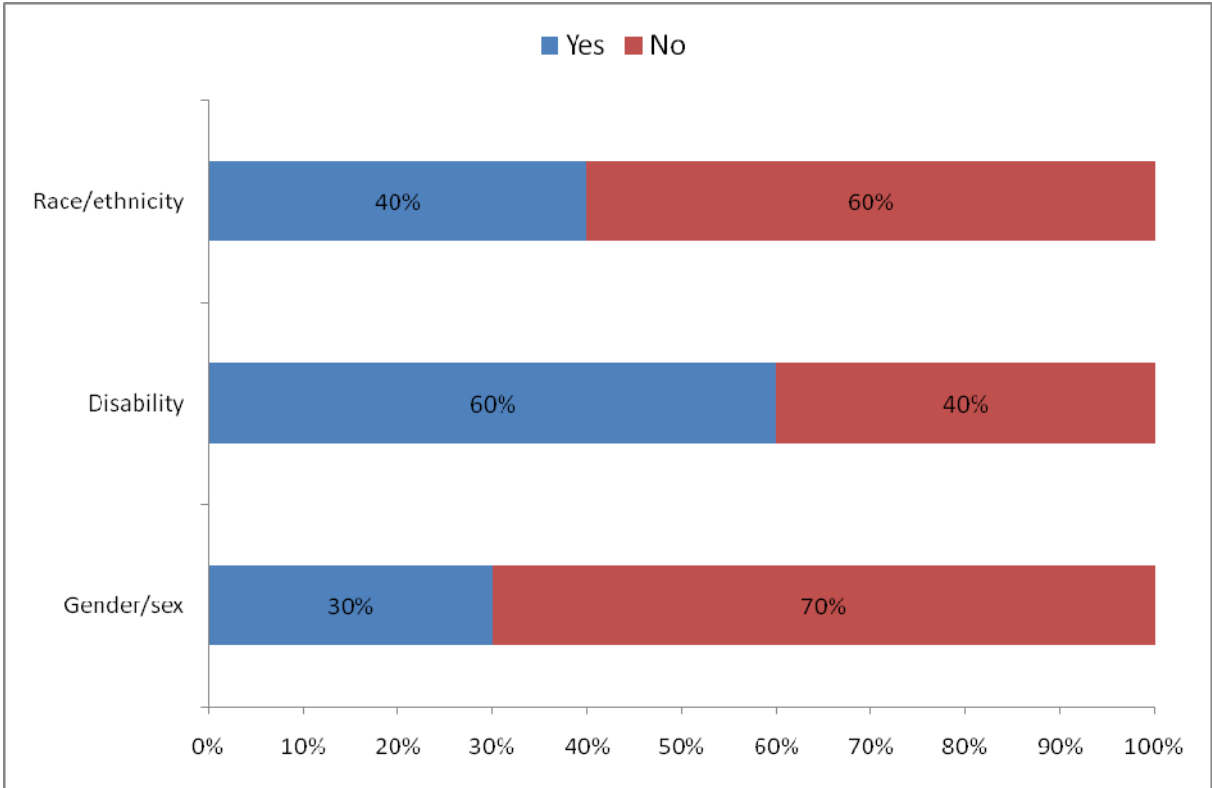
Base: race/ethnicity (368), disability (382), gender/sex (339).

For disability equality, the results for this key measure are fairly consistent across all key sub-groups (that is, school phase, country, faith/non-faith, IMD etc) and there are no statistically significant differences to report. However, there are some statistically significant differences between some sub-groups on this key measure for both gender and race equality. These are as follows:

- **Gender (policy or scheme, action plan, promising practice and positive impact on pupil outcomes)**
  Schools based in areas of high ethnic diversity (fractionalisation) were significantly more likely than those in low ethnic diversity areas to have a positive result on this measure (38 per cent versus 21 per cent for schools in low ethnic diversity areas and 30 per cent for all schools). Additionally, Welsh schools (particularly primary schools) were significantly more likely than schools in England to achieve a negative result on this measure (83 per cent versus 69 per cent), though this is likely to be due in part to the fact that Welsh schools are not legally required to follow the specific duties of the Gender Equality Duty.

- **Race (policy or scheme, action plan, promising practice and positive impact on pupil outcomes)**
  English schools were significantly more likely than Welsh schools[34] to achieve a positive result on this key measure (43 per cent versus 17 per cent). There were also significant differences with regard to ethnic diversity (fractionalisation); over half of schools (52 per cent) in areas with high levels of ethnic diversity achieve a positive result compared with three in 10 (30 per cent) in areas with low levels and a third (34 per cent) in areas with medium levels. Additionally, non-faith schools and schools in urban areas were significantly more likely than the average to achieve a positive result on this measure (44 per cent and 46 per cent respectively).

This measure provides an indication of the extent to which schools in England and Wales were adopting some of the specific duty-related actions and processes coupled with schools' perceptions of whether this and the promising practice they pursue has a positive impact on pupil outcomes.

4.5 Engaging schools' partners in the duties

Consultation and/or involvement was an important legal requirement for schools to fulfil the equality duties, and published guidance on the gender, disability and race equality duties emphasises the need for this. For example, guidance on the gender duty states that schools need to consult with stakeholders (such as members of staff, school governors, parents or carers, pupils, the local authority, the local community and local partners) to prepare their policy or scheme and decide on their gender equality objectives. The Disability Equality Duty specifies that schools *must* involve disabled people in the development of their policy or scheme. Disabled people who might be consulted include pupils, parents or carers and staff.

Consultation is the exchange of views and dialogue with key interested parties about the duties. Involvement means engaging people at the beginning and throughout the process of the duties.

Figure 4.6 below provides a picture of who schools consulted in the development of their equality policies and/or schemes, targets and plans. Schools were most likely to have consulted stakeholders within the school: over two-thirds had consulted with teaching staff and governors (67 per cent and 65 per cent respectively), for example. The local authority is the external stakeholder most likely to have been consulted by schools (28 per cent say they have done so), although almost half overall (46 per cent) had consulted at least one type of external stakeholder.

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[34] Small base size (77); indicative finding.

In the following figure, consulted with 'school community only' refers to schools that have consulted with school staff (teaching staff, governors, support staff, senior management/leaders and/or other school staff) and parents or carers and/or pupils (including the school/student/pupil council), but no external stakeholders.

Figure 4.6   People consulted in developing equality policies or schemes, action plans, targets and/or improvement or development plans
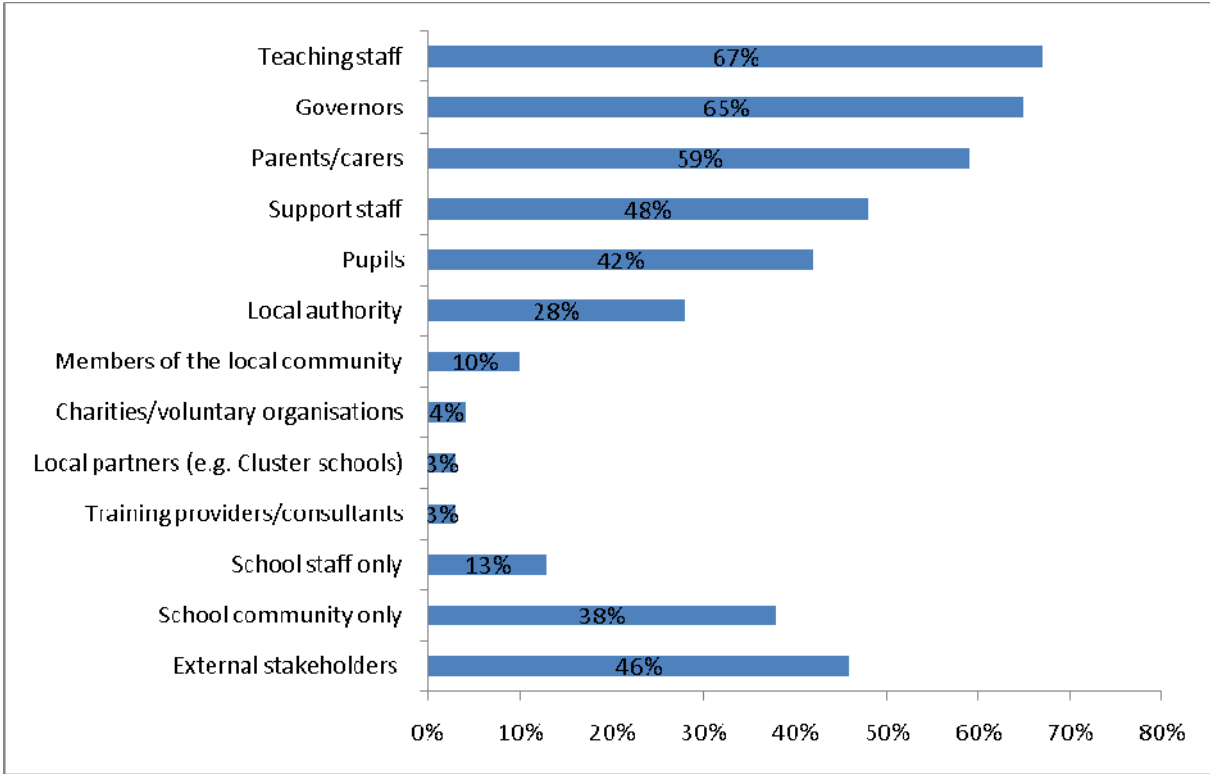
Base: all schools (503).

Although two in five (42 per cent) schools had consulted pupils in their work related to the equality duties, it is worth noting that most did not mention consultation with this group. Given that pupils are the intended beneficiaries of improved equality practices, it is important that schools engage with them in their development of policies/schemes and other equalities-related work. It may also be surprising that just 65 per cent of schools mentioned governors had been consulted, considering that governors have ultimate responsibility for ensuring schools meet the duties[35].

In terms of who schools are consulting, there were a number of differences by school type, school size, country, deprivation and ethnic diversity. For example:

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[35] It is worth noting, though, that this question was not prompted, and respondents may have omitted to report all the groups they have consulted with. There is a chance that more schools have consulted with each of these groups than told us so.

- **School type and school size:** Primary schools were significantly more likely than secondary schools and special schools/PRUs to have consulted parents or carers (63 per cent versus 45 per cent and 51 per cent respectively), whereas secondary schools had more frequently consulted pupils (56 per cent versus 42 per cent of all schools). Large schools were also more likely to have consulted pupils (58 per cent versus 42 per cent of all schools)[36].

- **Country[37]:** More English than Welsh schools consulted across many groups including the following: teaching staff (68 per cent versus 51 per cent respectively), governors (67 per cent versus 44 per cent), parents or carers (61 per cent versus 39 per cent), support staff (49 per cent versus 28 per cent) and pupils (43 per cent versus 28 per cent). On the other hand, Welsh schools were more likely to have consulted external stakeholders (62 per cent versus 44 per cent of English schools); for example, almost half (46 per cent) of Welsh schools had consulted the local authority compared with less than three in 10 English schools (27 per cent). A breakdown of these differences can be found in Table 4.8.

- **Deprivation (England only) and ethnic diversity (fractionalisation):** There is some evidence that schools in areas of high deprivation or high ethnic diversity are inclined to undertake more consultation with certain groups. For example, schools in the most deprived areas of England were more likely to have consulted parents or carers (70 per cent versus 59 per cent of all schools), and schools in areas with high ethnic diversity were more likely to have consulted parents or carers (66 per cent versus 52 per cent in areas with low ethnic diversity) and pupils (47 per cent versus 36 per cent in areas with low ethnic diversity). Schools in areas of low to medium ethnic diversity were, conversely, more likely to have consulted the local authority (35 per cent of schools in areas with low and medium ethnic diversity versus 20 per cent in areas with high levels).

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[36] Again, this is likely to be linked to the fact that secondary schools tend to be larger than other school types.
[37] Small base size for Wales (90); indicative finding.

Table 4.8   Consultation (by country)

	All schools (%)	England (%)	Wales[38] (%)
Teaching staff	67	68	51
Governors	65	67	44
Parents/carers	59	61	39
Support staff	48	49	28
Pupils	42	43	28
Local authority	28	27	46

Base: all schools (503), English schools (413), Welsh schools (90).

The qualitative research also identified the types of stakeholders some schools were consulting and involving in their equality work. For example, a primary school in the South East has collected evidence about their equality issues through mechanisms such as pupil attitude surveys, the discussion of equality issues during school pupil council meetings and wider consultations with community groups in the area.

The following responses to the open-ended questions also provide some specific examples of how schools are consulting their stakeholders to inform their equality-related work.

'We consulted with parents who have children with disabilities to see if there were any problems.'
Primary school, GOR North West

'We consulted with the pupils in their use of different equipment in the playground at break time. We consulted boys and girls, and we made changes to the organisation of our playtimes, to ensure that the girls and the boys had access to different equipment.'
Primary school, GOR London

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[38] Small base size for Wales (90); indicative findings.

'The appointment of a community cohesion manager was specifically intended to address some of the issues around the race equality agenda. The community cohesion manager has produced a detailed action plan, has consulted with key sections of the community, has involved students and set up projects specifically designed to address some of the racial equality issues. This has had a direct impact on the student understanding of these issues and has led to a more tolerant ethos and atmosphere within the school.'
Academy, GOR Eastern

'We incorporate pupil questionnaires, asking children if they think sexes are treated fairly, including bits about understanding people's cultures and beliefs. Also a questionnaire for parents asking if they think the uniform caters fairly to both genders.'
Primary school, GOR South East

A detailed example of how a school has undertaken consultation to promote race equality can be seen in the following case study.

Case study: Secondary school, GOR London
This school worked to develop an appropriate and meaningful race equality policy that would be embraced by the wider school community (that is, pupils, parents and staff) by inviting feedback from parents of ethnic minority pupils on the draft policy. The school's senior leadership team felt that by consulting parents, the policy would take account of the wide-ranging discrimination issues which individuals from an ethnic minority background might have experienced. It was also felt that this was an effective way of raising awareness among parents about the school's race equality priorities.

In focus groups, parents were presented with a draft version of the race equality policy to review and provide feedback on. Allowing parents to engage with and contribute to the process of developing the policy meant that the school also secured buy-in to approaches it would take to tackle racial discrimination. For example, parents worked with the school to agree that in proven cases of a racially motivated incident, a zero-tolerance approach would be taken. This consensus between schools and parents on the school's response to proven incidents also helped formulate the school's behavioural policy.

'We felt that you can run off a policy, can't you, but it's got to be relevant for those people for whom it's written. So we were getting the impressions from people who know about racism, discrimination and disadvantage – so that's how we formulate our policy.'

4.6 Involving disabled people in developing a disability equality scheme

In published guidance on the Disability Equality Duty, schools are expected to involve disabled people when developing their disability equality policy and/or scheme. Of the schools that were specifically asked whether they have involved disabled people[39], two-thirds (67 per cent) had involved at least one group of disabled people (or their representatives) whereas just under a quarter (23 per cent) have not. The most commonly involved groups, by a significant margin, were parents/carers of disabled pupils (50 per cent) and disabled pupils or ex-pupils (40 per cent).

Figure 4.7   Consulting and involving disabled people in the development of disability equality schemes
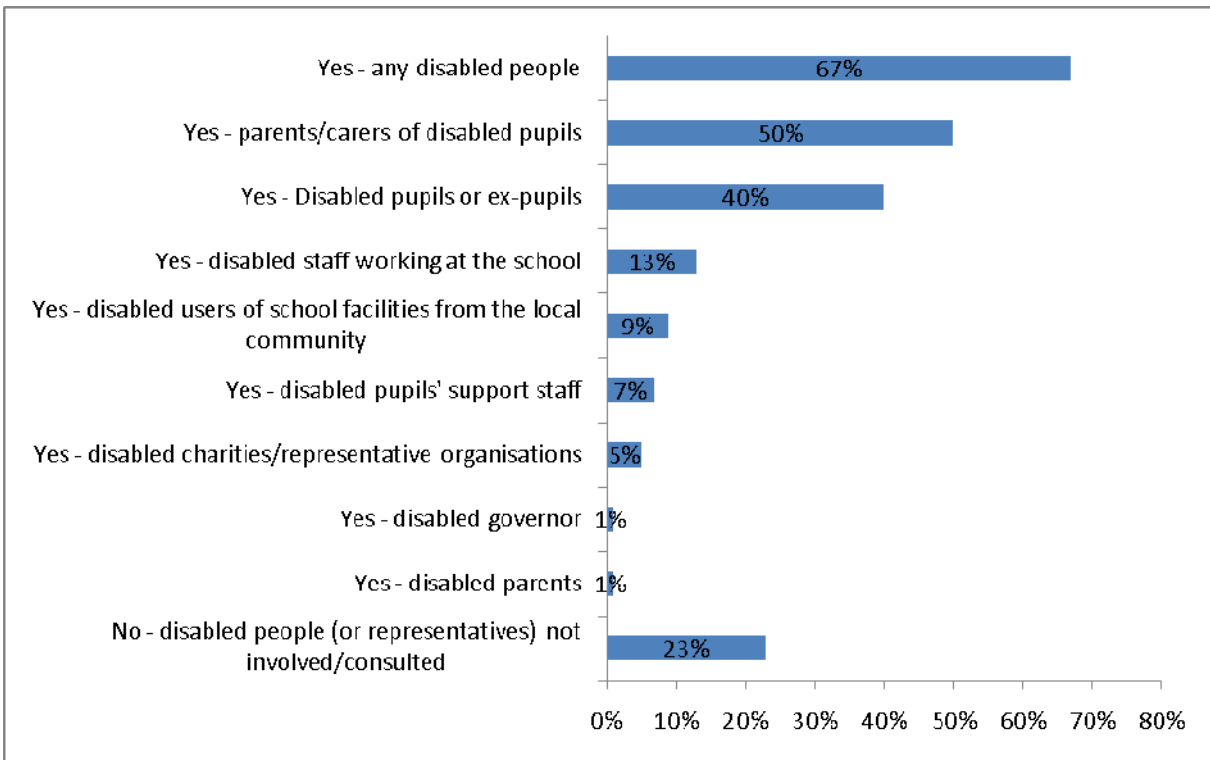
Base: all schools with a disability equality scheme and selected to answer this question (381).

Schools with a disability equality policy or scheme and action plan were more likely to have involved *any* disabled person or representative (73 per cent versus 49 per cent without[40]). However, schools with a race equality policy or scheme and action plan were also more likely to have involved *any* disabled person or representative (75 per cent versus 60 per cent without), as are schools with equality policies or schemes and action plans for all three duties (75 per cent versus 64 per cent without).

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[39] Due to a longer questionnaire than anticipated during fieldwork, this question was only asked of around two-thirds of schools interviewed.
[40] Small base size for schools *without* a disability policy and/or scheme and action plan (87).

Looking at individual examples of disabled people or representatives involved, there were some additional interesting differences. For example, primary schools were more likely to have involved parents/carers of disabled pupils than secondary schools (55 per cent versus 38 per cent respectively) and secondary schools were more likely to have involved disabled staff working at the school than primary schools (21 per cent versus 11 per cent respectively).

The qualitative research findings provided some examples of schools consulting with and involving their stakeholders in the school's work to meet the Disability Equality Duty. For example, one primary school in London has held consultation meetings with members of the senior leadership team, inclusion staff, teaching staff, disabled pupils and parents to develop a more in-depth understanding of disabled pupils' needs and aspirations.

The following responses to the open-ended survey questions show how schools are involving disabled people specifically in the development of their disability equality policy or scheme.

'Part of our disability equality action is to consult with disabled students, staff and stakeholders to identify any areas for further improvement.'
Secondary school, GOR Yorkshire and Humberside

'We have consulted disabled pupils. One thing was to do with PE: we put into our action plan the development of a new fitness suite for disabled pupils. Pupils were consulted on equipment and can now do physical activities, working towards healthy living and wellbeing outcomes.'
Secondary school, GOR West Midlands

The following case study from the qualitative research provides an example of how a secondary school has involved and consulted disabled and non-disabled stakeholders to improve outcomes for their pupils.

Case study: Secondary school, GOR South East

An Ofsted inspection in 2007 reported that this school had 'lost sight of the whole child' and as a result it had unintentionally neglected its duty to provide appropriate access for all pupils. One of the key priorities for the school, therefore, was to put new structures and practice in place that ensured better access to on-site buildings and the curriculum for all disabled pupils. The equality duties also played a role here as the guidance provided a framework within which the school considered how to address the inequality experienced by disabled pupils at the school.

In order to tackle the accessibility issue the school felt they needed to rewrite their disability equality scheme and action plan. As a result, the school's Special Educational Needs Coordinator (SENCO), supported by the principal and the local authority, conducted a review of existing legislative and policy guidance related to equality for disabled pupils. Following the review, the school felt it could use the Disability Equality Duty as a framework to become more focused on making the learning environment and experience more appropriate to the learning needs of disabled pupils.

'That's how [the duties] had an effect on us. They've given us a framework that we can use in an appropriate way to analyse what we already had and look at where the gaps might be. If you're just left on your own without that structure you do the best you can but you are not necessarily sure what it's meant to be. The duties have enabled us to look at what we have got and think about it in a different way and that speeds up that process.'

Following the review, the school updated its disability equality scheme and established some key objectives (including encouraging participation in public life and promoting equality of opportunity). The school has established a disability equality steering group (which includes teaching staff with a disability, pupils with disabilities and parents of pupils with disabilities) that was involved in deciding on the actions the school would take to meet the disability equality scheme's objectives. The steering group meets monthly to review progress and reports to the senior leadership team to ensure actions are completed on time. One of the first decisions taken by the steering group was to carry out a school-wide audit with the purpose of identifying any factors that might be affecting equality of opportunity for disabled pupils. As a result of the audit, the disability steering group agreed to develop a school-wide accessibility plan.

4.7   General activities being carried out by schools

Published guidance identifies a number of general activities that schools can undertake in working to meet their responsibilities under the equality legislation. The term 'general activities' refers to actions and processes which schools commonly do to ensure they are working in line with the requirements of *any* legislation, regulation or guidance. For example, this might include specific duties such as writing new or reviewing existing equality policies, schemes and action plans, carrying out an equality impact assessment, consulting with stakeholders or publishing an annual report of progress towards meeting the equality duty targets, but it may also include activities which are not legally required, but which support the schools' work in fulfilling the general duties.

As there are a great and varied number of general activities that schools might be undertaking, respondents were asked to provide an unprompted list of any general activities their school had fulfilled. By asking this as an unprompted question, it is possible that the participating schools have undertaken other general activities but did not list them all in response to the question. It is important, therefore, that caution is applied when interpreting the results from this section as they serve only as indications of the extent to which schools are fulfilling general activities related to the duties and not as comprehensive statistics which reflect the true extent to which general activities are being undertaken.

A small number of schools (83) were asked to provide some examples of general activities that they have carried out in relation to the gender, disability and race equality duties[41]. Due to the small base size, findings are indicative only, but the top 10 responses can be seen in Table 4.9. Of the 83 schools that were asked this question, just one in 10 (10 per cent) said that they had not undertaken any general activities.

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[41] Because of questionnaire length, this question was asked of a partial sample.

Table 4.9   General activities carried out relating to the gender, disability and race equality duties

General activities (relating to the gender, disability and race equality duties) that schools have undertaken	%
Reviewed/updated schemes of work/ school curriculum to incorporate equalities dimension	15
Gender/disability/race equality policy/ scheme – reviewed and updated existing version	15
Improved learning support	12
Improved access to mentors	9
Improved provision of careers information, advice and guidance	9
Gender/disability/race equality action plan – reviewed and updated existing version(s)	9
Set equalities-related targets and measured impact/outcomes	8
Gender/disability/race equality action plan(s) – developed from new	7
Analyse attainment by subject/ analyse data	7
Reviewed/updated other school policies to incorporate equalities dimension	7
We have not undertaken any general activities	10

Base: 83 schools asked this question.

The following responses to this question provide a flavour of the specific general activities that schools are doing.

> 'We carry out an EIA [Equality Impact Assessment] every three years, so we have a regular review.'
> Pupil Referral Unit, GOR London

'We have a SEAL[42] pack in schools, we have actively encouraged celebration of the attitudes and behaviours, and we discuss them with pupils and teachers.'
Primary school, GOR Wales

'We set targets with the school council which represents the pupils. In addition, we set targets for each group by disability and ethnicity. One target is the amount of access to extra-curricular activities that these groups have.'
Primary school, GOR Eastern

'We had a school planning and training day, where specific targets were made to establish community cohesion around moral, ethical, spiritual, cultural and social issues. We've also established awareness of local, regional and global issues.'
Special school, GOR South East

4.8   Making use of information and evidence

The specific duties stated that schools were required to gather and use information to gauge the effect of their policies and practices on pupils and to set equality objective or targets. In the telephone survey, 83 schools were asked how effectively they were doing this (see Figures 4.8 and 4.9).

Almost nine in 10 schools interviewed (87 per cent) believed that they were using information and evidence effectively to identify priorities for action for each of the equality duties, and over nine in 10 (92 per cent) believed that they were doing this effectively to monitor progress towards improving equality-related outcomes. Schools were significantly more likely to say that their school is *very* effective at using information and evidence for in monitoring progress towards equality-related outcomes than identifying priorities for action for each of the equality duties (44 per cent versus 29 per cent respectively).

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[42] Social and Emotional Aspects of Learning.

Figure 4.8   Effectively using information and evidence to identify priorities or action for each of the equality duties
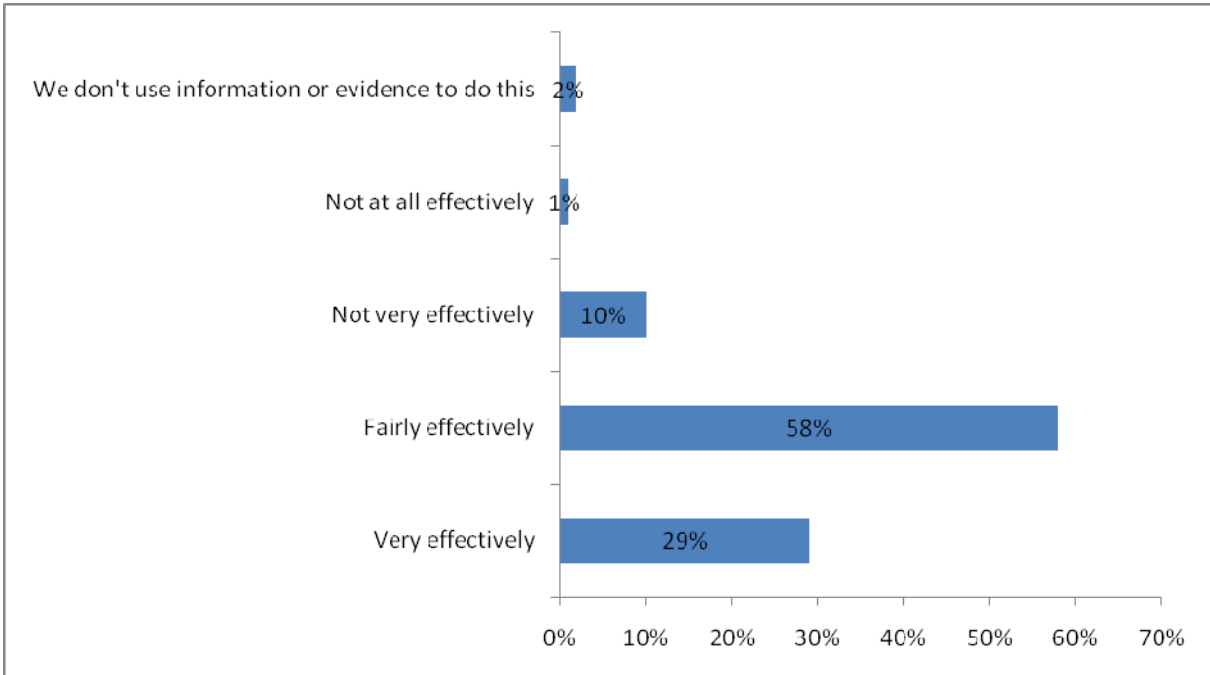
Base: all schools asked the question (83).

Figure 4.9   Effectively using information and evidence to monitor progress towards improving equality-related outcomes
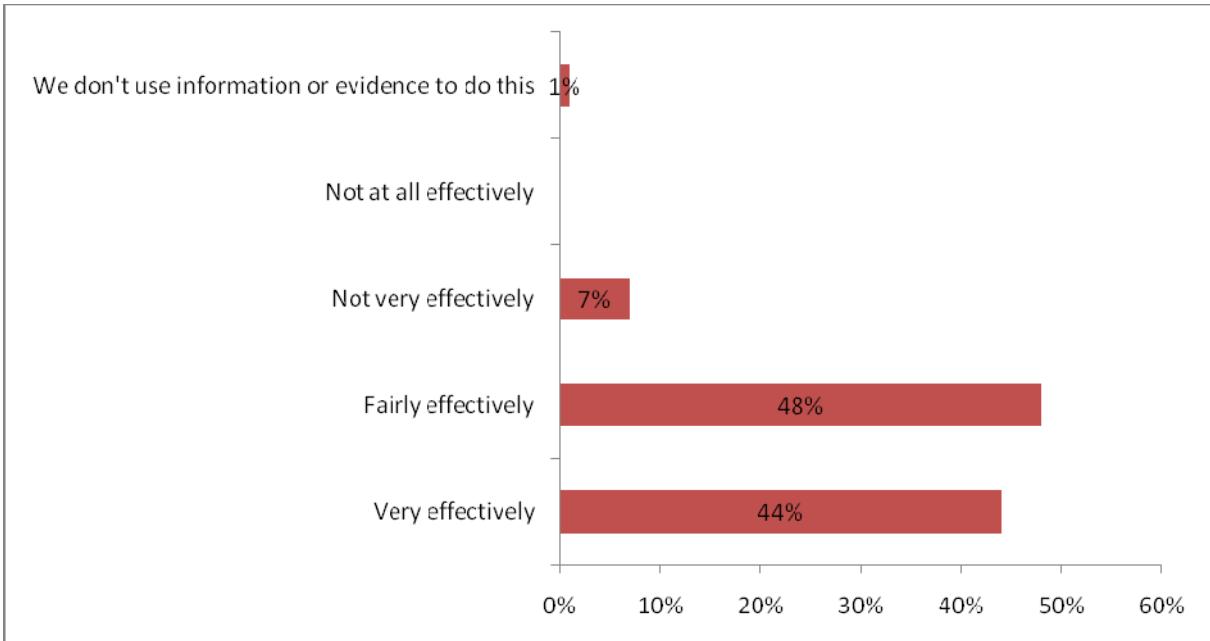
Base: all schools asked the question (83).

It is not possible to report on the statistically significant differences by school sub-group due to the low base size.

Among the 14 schools that did not feel they were using information and evidence effectively in both of these areas, they were most likely to say that nothing prevented them from doing so but they just did not use information or evidence to do this (six responses) and there is a lack of time to properly interrogate the information and evidence (three responses). These findings should be interpreted with caution and are indicative only.

In the qualitative research findings, gathering information and evidence and monitoring progress was one of the most commonly mentioned things that schools were doing – and often in response to the equality duties. For example, in the case of an all-boys secondary school in the North West that has implemented the Opening Minds initiative (which focuses on active learning and was introduced to tackle academic under-achievement), the duties have led the school to introduce a more thorough system of evidence-gathering, including regular tracking of pupils' academic performance and use of pupil satisfaction surveys. This evidence is then benchmarked with comparable local and national data to understand the school's performance and gender-related equality issues.

In a secondary school in London with a zero-tolerance approach to racially motivated incidents, staff made use of information and evidence available from their local authority to support their work:

> 'The Local Authority would always provide us with a breakdown of information received from us and other schools in the borough so you would have comparison ward by ward, race by race and which particular ethnic groups were being victimised and which predominantly were the perpetrators; that's quite valuable.'

The following open-ended responses from the telephone survey also provide a good indication of how schools are using information and evidence to support their equality-related work.

> 'With all of our students, we collect information from their previous schools to help fulfil their needs, such as visually impaired children, Asperger's [Syndrome].'
> Secondary school, GOR Wales

> '[We have] support officers and learning coaches that monitor and track the progress of ethnic minority pupils, assessment data is collected five times a year to make sure they are academically achieving.'
> Secondary school, GOR Wales

'We analyse take up of post-16 courses via all inclusion measures, for example race/vulnerability, to ensure that pupils in those categories are not discriminated against in any way. For example, female students tend to be reluctant to take up certain courses, so through analysing that evidence we can put in extra guidance measures as a course of action to improve the uptake.'
Secondary school, GOR Eastern

5   Positive practice and its impact upon pupil outcomes: Gender

Summary of findings

- Over four in five schools (82 per cent) were able to describe something they had done to meet the Gender Equality Duty that had contributed towards measurable, positive outcomes for pupils.

- In terms of action to promote gender equality, schools were most likely to say they ensure that clubs/activities/subjects/sports are open to both boys and girls. They also mentioned monitoring progress, improving boys' learning, adapting the curriculum to meet the needs of boys, and encouraging pupils to take up non-traditional subjects and options.

- Schools were more likely to provide an example of positive impact for male pupils than female pupils (75 per cent versus 69 per cent respectively).

- One in 10 schools (11 per cent) were unable to attribute any improvement in outcomes for female pupils to the duty.

- Schools *were* making some links between action and outcomes for female and male pupils. The most commonly cited positive impact on female pupils' outcomes was increased rates of participation in sports which correlates with the most commonly cited action to promote gender equality. Schools also identify improved subject attainment for girls; improved wellbeing/self-esteem and better engagement/higher aspirations.

- The qualitative research indicated that when schools are able to recognise these links, this motivates them to continue and expand on equality-related action (this applies across the three equality duties).

- There were some differences in the perceived positive impacts on girls and boys. For example, although a similar proportion of schools believed that equality duty-related action had brought about better attainment for girls and boys, schools were more likely to say that it had led to increased rates of participation in sports for girls and a narrowing in the gap in performance for boys.

This chapter will provide examples of what schools are doing to tackle gender inequality and the impact this is perceived to have upon the outcomes of their pupils. It will also consider the extent to which this evidence suggests that schools are making links between the duties and pupil outcomes.

The telephone survey responses from schools that are presented in this chapter were all spontaneous and relatively brief; they were asked to provide just one example of an action that arose as a result of the Gender Equality Duty that has contributed to positive outcomes for female and male pupils. The commissioned research was not a full audit of activity or compliance so it is not possible to say

whether the example provided was the only activity being undertaken by the school concerned, or one of several or many activities. At the same time, although the absence or infrequent mention of certain activities in the data might indicate that few schools are doing them, equally, it may be the case that schools are not directly associating them with the Gender Equality Duty. The advantage of this approach lies in the fact that schools were able to freely identify actions that they believed to be positive practice.

5.1 Gender Equality Duty action that has contributed to measurable, positive outcomes for pupils

When schools were asked to describe something they had done to meet the Gender Equality Duty that had contributed towards measurable, positive outcomes for pupils, the majority (82 per cent) were able to give an example of what they would describe as promising practice. These unprompted examples were recorded verbatim and cover a diverse range of activities and issues. Using these raw responses, a coding exercise was conducted and responses were grouped into some more generalised categories of promising practice. Figure 5.1 shows the most common responses.

Schools were most likely to say that they ensure clubs, activities, subjects and sports are open to both boys and girls, with one in five (19 per cent) giving this response. They also mentioned monitoring progress, improving boys' learning, adapting the curriculum to meet the needs of boys, and encouraging pupils to take up non-traditional subjects and options. One in eight schools (12 per cent) said that they have not engaged in any related activities.

Figure 5.1   Gender Equality Duty-related action that has contributed to positive pupil outcomes
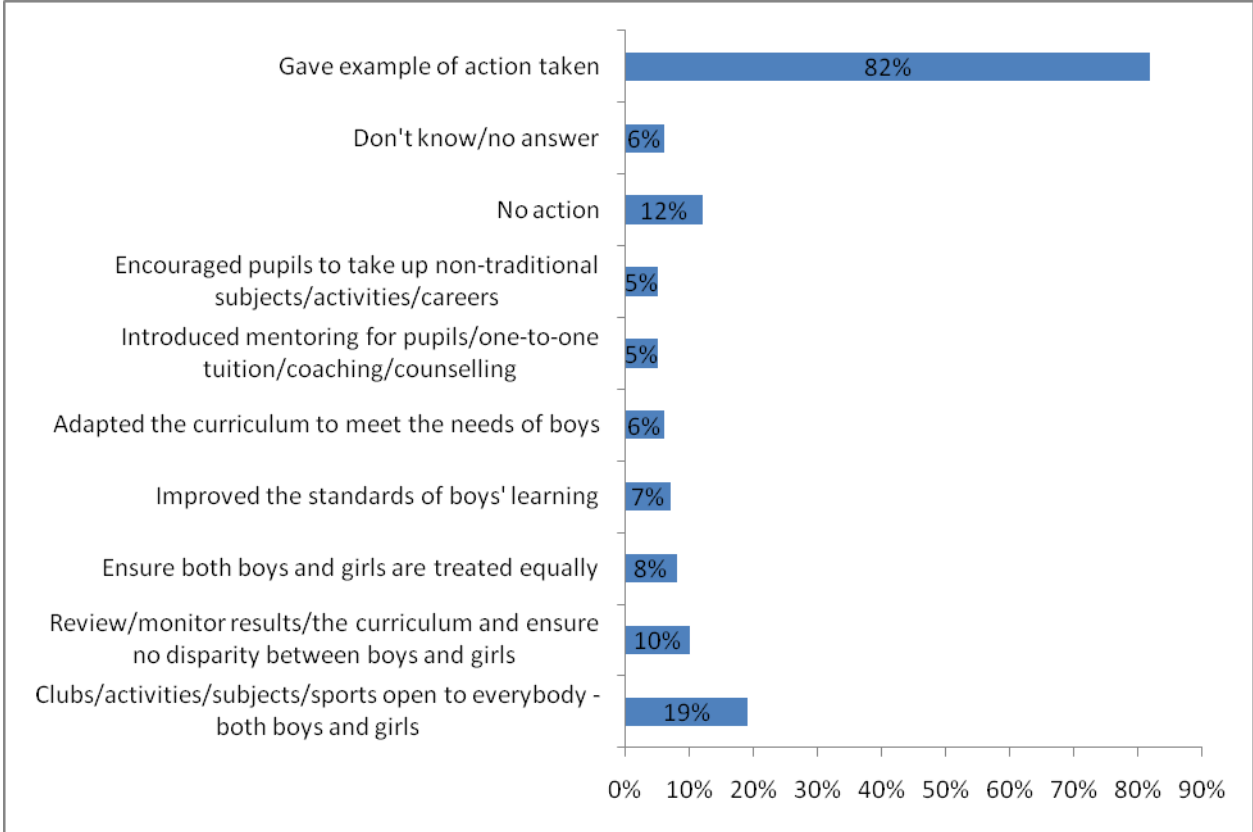
Base: all schools selected to answer the question (339).
Note: only actions for 5 per cent of question respondents, or above, included in figure.

The findings indicate that non-faith schools were more likely than faith schools to be taking any action on gender equality that contributes to positive pupil outcomes (85 per cent versus 72 per cent respectively)[43]. Schools with an equality policy or scheme *and* action plan for gender were also more likely to give an example of positive practice (93 per cent versus 73 per cent without). Schools with an equality policy or scheme *and* action plan for all three duties were also more likely to be able to give an example of promising practice (94 per cent versus 76 per cent without).

While the categories in the chart are useful, the open-ended responses provide a much richer insight into some of the types of gender equality issues being addressed and the activities and promising practice that the schools are pursuing in order to tackle them.

For example, some schools indicated that they were trying to address the problem of gender stereotyping. The types of activities/promising practice being employed by

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[43] Small base size for faith schools (53); indicative finding.

these schools included widening the curriculum to introduce non-traditional subjects to boys and girls (for example, cooking for boys and engineering courses for girls).

> 'We're looking at challenging stereotypes. We have introduced … more clubs like cooking for girls *and* boys, so we want to be changing their perception, particularly for boys.'
> Primary school, GOR North East

> 'Targeting girls to go to engineering roadshows, to encourage girls to go into all areas. We have boys doing A Level Textiles and girls going into A Level Engineering.'
> Secondary school, GOR North East

Other schools have take action to address differences in both attainment and engagement in learning between boys and girls. For example, collecting and reviewing data on pupil attainment is helping schools to identify any differences between male and female pupils, and in which subjects this is most evident. For other schools, providing additional support mechanisms to under-achieving boys or girls is cited as promising practice designed to help narrow achievement gaps between boys and girls.

> 'Girls [were] under-achieving in science, so after-school sessions [were set-up] to prevent this, with the help of good role models.'
> Secondary school, GOR London

> 'We monitor pupil attainment and progress, with regards to gender progress between males and females. We look at areas where they may be falling down or not progressing as they should.'
> Primary school, GOR London

> 'We've created specific all-boys groups in maths and science to address underachievement. We've had Raise evenings, where we've invited parents to discuss issues regarding under-achievement, specifically for Caribbean boys. We also have a boys' club.'
> Academy, GOR London

> 'We found that boys were not performing as well in reading and writing, so we brought in boy-friendly resources. We restructured the lesson format to make it more accessible to boys, and teachers evaluated their teaching strategies.'
> Primary school, GOR South East

Another example of positive practice in schools is action on bullying and discrimination. Schools were reviewing policies, setting targets and integrating anti-bullying policies into the curriculum.

> 'We have looked at discrimination and bullying, and put in measures to combat incidents. For example, we have rewritten policies, have regular pupil assemblies on the issues, conduct key skills lessons, and pastoral teams are asked to pay particular attention.'
> Secondary school, GOR Wales

5.2 Linking action to positive outcomes for pupils

The findings suggest that there is some recognition by schools of the link between action and outcomes with relation to the Gender Equality Duty. For example, the most commonly cited positive impact for female pupils was increased rates of participation in sports which directly relates to the most commonly cited example of promising practice (that is, ensuring clubs, activities, subjects and sports are open to both sexes). Schools also identified improved attainment by subject for girls, and this relates directly to the corresponding example of promising practice (reviewing and monitoring results and/or the curriculum to ensure there is no disparity between boys and girls); improved wellbeing/self-esteem; and better engagement/higher aspirations.

Overall, seven in 10 schools (69 per cent) were able to mention a positive impact that their equality work has had on female pupils' outcomes. One in 10 (11 per cent) were unable to attribute any improvement in outcomes to the duty.

Figure 5.2 Impact of Gender Equality Duty-related action upon female pupil outcomes
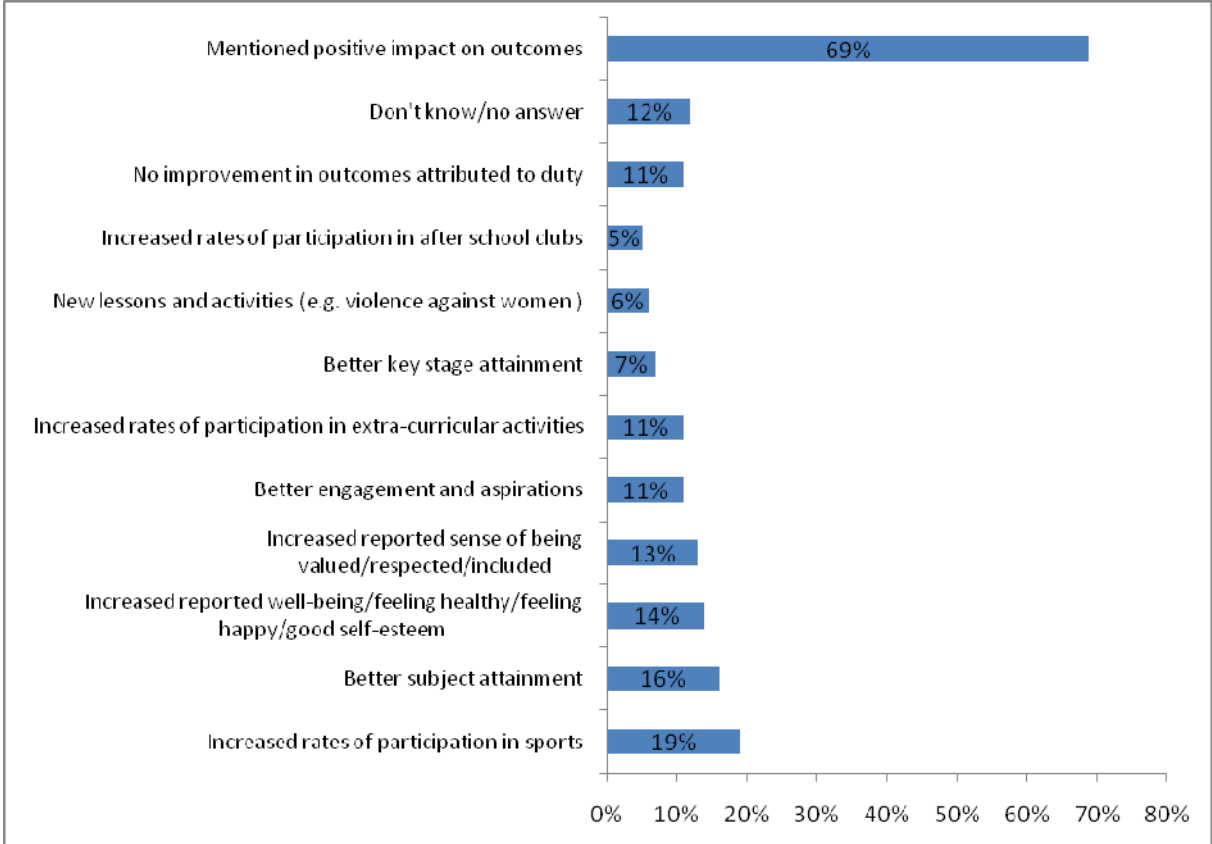
Base: all single sex girls' schools and mixed schools selected to answer the question (333).
Note: only impacts noted by 5% of question respondents, or above, included in figure.

Schools with an equality policy or scheme *and* action plan for gender were most able to mention a positive impact of their work on female pupils' outcomes (80 per cent versus 61 per cent who do not).

The following case study – from an Academy – provides an example of how schools are linking their action on gender equality to female pupil outcomes 'on the ground'. In this example, the key outcome is increased rates of participation in sports (the top outcome for female pupils in the telephone survey).

Case study: Academy, GOR North East

This school has acted on extremely low levels of participation in sports (both in and out of school hours) by female pupils. By reviewing the PE curriculum with the help of a local sports college to ensure that it provides equality of opportunity to female (and male) pupils – in addition to other processes (for example, consulting with the local Primary Care Trust and sport and leisure employers) – participation and engagement has increased significantly.

'One of our areas is tackling preconceptions and stereotypes and I guess what we were doing was stereotyping girls into girls reaching puberty and so they're not really bothered, and accepting that it should be the norm. They weren't even required to purchase a PE kit … We were saying it's alright. Through the duties, we recognised that it was just not alright. What we were doing was not providing what they needed to be engaged. And that has since had an impact on our teaching and learning … The quality of teaching and learning in PE has improved and girls have re-engaged. And so have the boys.'

With regard to male pupils, again, there is a recognised link between action and outcomes in terms of schools' work in fulfilling the Gender Equality Duty. This is evident, for example, in the link between the top three pupil outcomes (better attainment by subject, narrower gap in performance and better engagement/higher aspirations) and the actions schools said they'd undertaken around reviewing and monitoring results and/or the curriculum to ensure there is no disparity between boys and girls.

There were a number of similarities and differences between female and male pupil outcomes. For example, a similar proportion of schools thought that their action had brought about better attainment by subject for girls and boys (16 per cent and 19 per cent respectively), better engagement/higher aspirations (11 per cent and 14 per cent) and increased rates of participation in extra-curricular activities (11 per cent and 12 per cent). Conversely, schools were significantly more likely to say that Gender Equality Duty-related action had led to increased rates of participation in sports for girls (19 per cent versus 10 per cent for boys) and a narrower gap in performance for boys (15 per cent versus 4 per cent for girls).

Schools were six percentage points more likely to provide an example of positive impact for male pupils than female pupils (75 per cent versus 69 per cent respectively). Here, it may be that schools are trying to address boys' continuing

educational under-performance compared with girls, which has been identified as a national problem[44].

Figure 5.3   Impact of Gender Equality Duty-related action upon male pupil outcomes
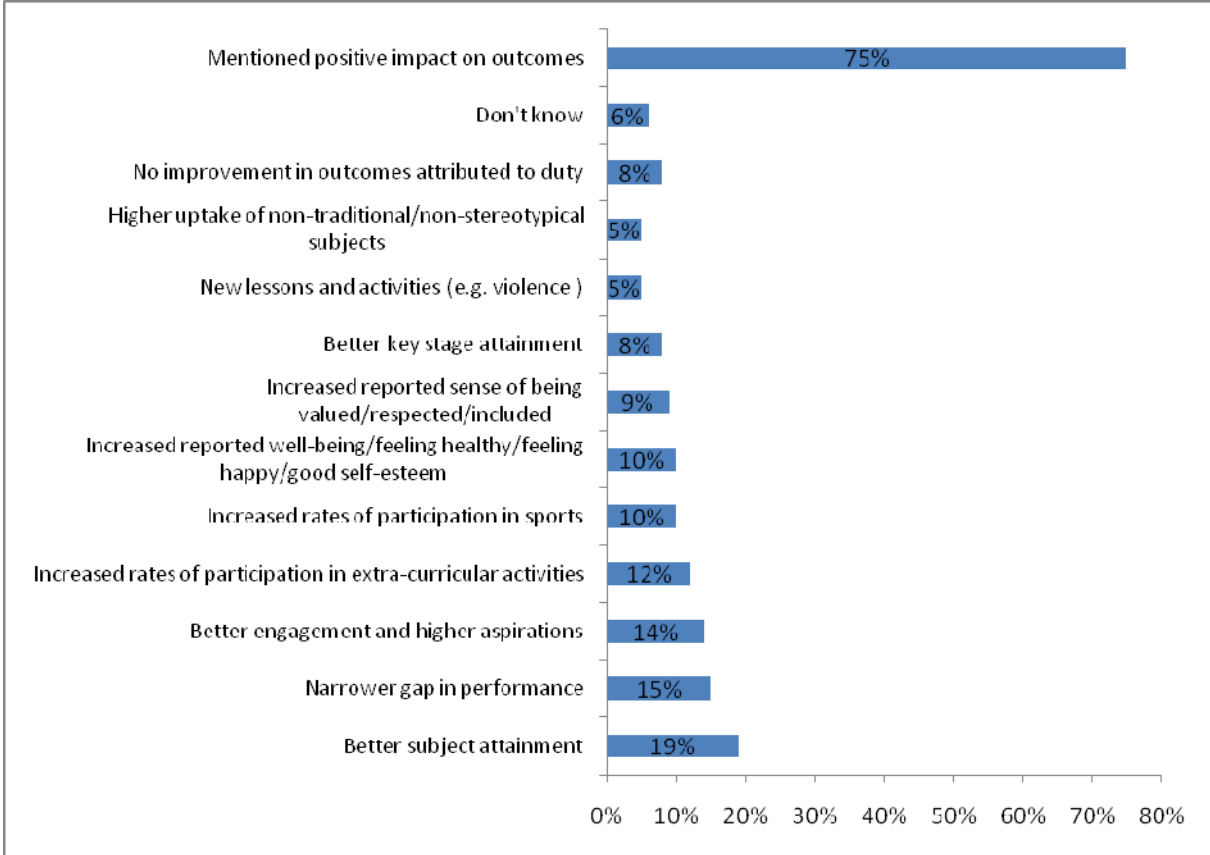
Base: all single sex boys' schools and mixed schools selected to answer the question (331).
Note: only impacts noted by 5% of question respondents, or above, included in figure.

As in the case of female pupils, schools with a gender equality policy or scheme *and* action plan were most likely to mention a positive impact of their work on male pupils' outcomes (85 per cent versus 68 per cent without).

The following case study, from the qualitative research, provides an example of how an all-boys secondary school has linked its action on gender equality to the top outcome for male pupils (better attainment by subject).

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[44] See: http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000926/index.shtml

Case study: Boys' secondary school, GOR North West

The duties have led this school to introduce a more thorough system of evidence-gathering which includes regular tracking of pupils' academic performance and use of pupil satisfaction surveys. This has enabled the school to identify equality issues and also to measure the impact of any action taken.

This school identified the under-achievement of male pupils as an issue three years ago, as the school's all-girl sister school consistently achieved better GCSE results in comparison. The school, led by a new headmaster, attributed the boys' under-performance to an over-reliance by staff on lecturing/the auditory learning style and a traditional behaviour management approach which relied on a system of punishment rather than pupil responsibility. The school believes this approach did not support boys' learning styles and emotional needs and failed to engage them, so reduced their capacity to fulfil their academic potential:

One action that the school took to improve the boys' academic achievement was introducing the Opening Minds initiative. Pioneered by the Royal Society of Arts, it focuses on active learning, for example, through increased pupil involvement in lessons and frequent group work. As such, it aims to increase pupils' ability for independent thought and develop their communication skills.

The school directly links the introduction of Opening Minds into the school curriculum, along with other measures to support boys' learning styles and emotional needs, to a marked increase in the pupils' academic achievement. The proportion of pupils achieving GCSE grades A*-C is now four percentage points higher than the sister school and pupils are also achieving higher grades in subjects that boys tend to do less well at nationally, such as English:

'One of the big bits of evidence that we've got is that our boys do so well at English. This is hugely better than other boys' schools: 78 per cent grades A-C … that's not a profile you would normally get.'

Of the 17 (or 8 per cent of) schools that were unable to attribute any improvement in outcomes for pupils to the Gender Equality Duty, they were most likely to say this is because they were unable to separate the impact from other measures to improve pupil outcomes (eight responses). An additional three said they had seen no evidence of improved outcomes and two said it was too soon to tell. This question was asked of an exceptionally small base size so these findings are indicative only – just giving a flavour of the reasons that schools may give for being unable to attribute positive outcomes to the equality duties.

6 Positive practice and its impact upon pupil outcomes: Disability

Summary of findings

- Almost all schools (93 per cent) were able to describe something they had done to meet the Disability Equality Duty that had contributed towards measurable, positive outcomes for pupils.

- Over half of schools (54 per cent) said they had made school facilities suitable for disabled pupils (or have plans to do so). This is the most cited action by a considerable margin: schools were at least 40 percentage points more likely to say they had made school facilities suitable for disabled pupils (or have plans to do so) than anything else.

- The next most commonly cited action was ensuring that clubs/subjects/ curriculum/trips/sports can be accessed by everyone. Schools also mentioned the training of staff and teaching/encouraging awareness about disability.

- Almost four in five schools (77 per cent) were able to say how their work has had a positive impact on disabled pupils. In line with the most common action, the most cited positive impact was an increased reported sense of accessibility to school facilities/resources.

- Alongside increased accessibility, schools identified improvements in wellbeing; disabled pupils feeling more valued; and improved key stage and subject improvement.

This chapter will provide examples of what schools are doing to tackle inequality for disabled pupils and the impact this is perceived to have upon their educational outcomes. It will also consider the extent to which this evidence suggests that schools make a link between the duties and pupil outcomes.

The responses from schools that are presented in this chapter were all spontaneous and relatively brief; in the telephone survey, they were asked to provide just one example of an action they conducted as a result of the Disability Equality Duty that they believe has contributed to positive outcomes for disabled pupils. The commissioned research was not a full audit of activity or compliance, so it is not possible to say whether the example provided was the only activity being undertaken by the school concerned, or one of several or many activities. At the same time, although the absence or infrequent mention of certain types of activity in the data might indicate that few schools are doing them, equally, it may be the case that schools are not directly associating them with the Disability Equality Duty. The advantage of this approach lies in the fact that schools were able to freely identify actions that they believed to be promising practice.

6.1 Disability Equality Duty action that has contributed to measurable, positive outcomes for pupils

In terms of schools' action on disability equality, they were at least 40 percentage points more likely to say they had made school facilities suitable for disabled pupils (or have plans to do so) than anything else. This is not surprising, given that schools are expected to make long-term plans for improving accessibility to buildings under the Disability Discrimination Act 1995. It may also seem to be the most obvious action for schools to take. The fact that the next most common action (clubs/subjects/curriculum/trips/sport can be accessed by everyone) was only cited by 14 per cent of schools suggests that schools may need more support and guidance in additional (and perhaps more innovative) ways of promoting disability equality. Schools also mentioned the training of staff and teaching/encouraging awareness about disability.

Figure 6.1   Disability Equality Duty-related action that has contributed to positive pupil outcomes
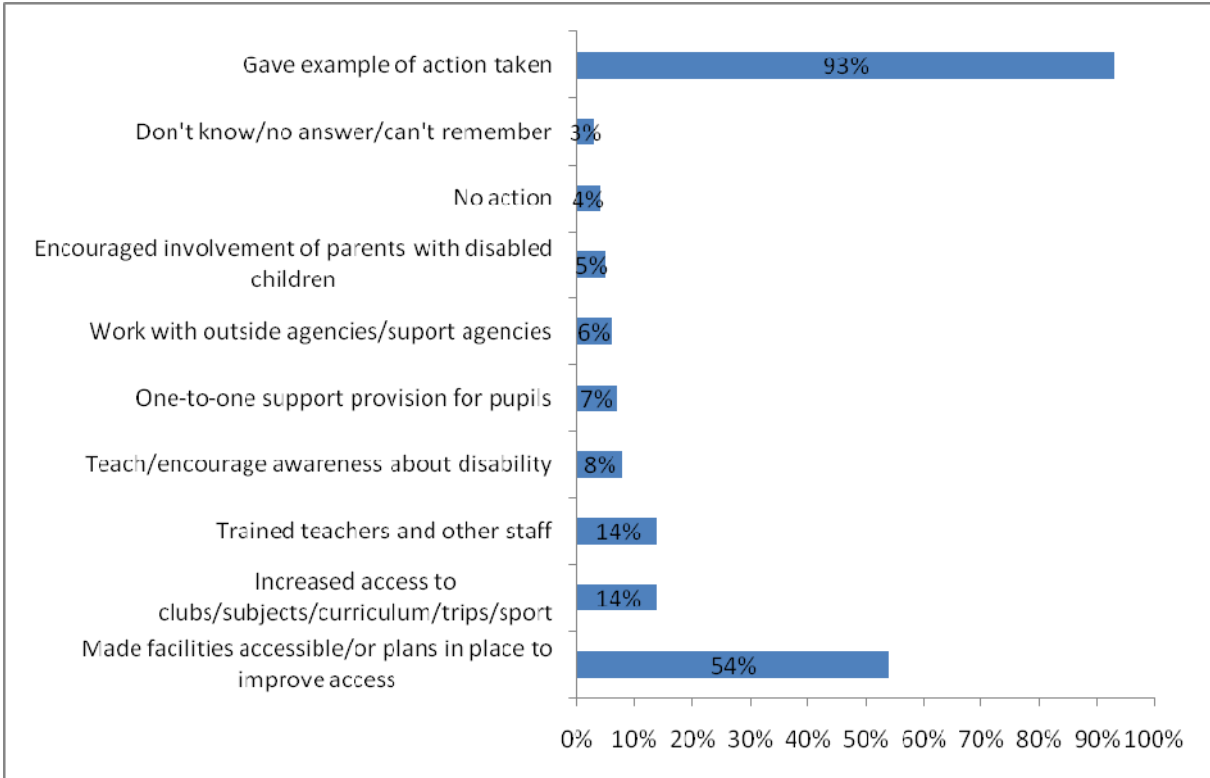
Base: all schools selected to answer the question (371).
Note: only actions for 5 per cent of question respondents, or above, included in figure.

Schools with an equality policy or scheme *and* action plan for disability were most likely to be able to give an example of promising practice that has contributed to

improved pupil outcomes (95 per cent versus 87 per cent without)[45]. Schools with an equality policy or scheme *and* action plan for all three duties were also more likely to be able to give an example of promising practice (98 per cent versus 91 per cent without).

The responses to the open-ended questions provide greater depth in terms of specific examples of action that schools were taking to promote positive outcomes for disabled pupils. Several schools were working to make the curriculum, clubs, school trips and sports more accessible to pupils with a disability. Schools were making efforts to ensure that inclusion plans and appropriate staffing ensure that disabled pupils have equal access in these areas.

> 'We have an inclusion policy. Kids with disabilities are included on all trips etc. Outside agencies help with health action plans and risk assessments to not exclude through ignorance. Equal opportunities as well.'
> Primary school, GOR East Midlands

> 'Accessing clubs, what we've done is some of our youngsters have complex medical needs and need the support of the nurse. We buy in a nurse so the youngsters can access clubs alongside their peers. We also train providers in safety and some basic medical procedures so that our youngsters can still access clubs.'
> Special school, GOR North East

Schools were also taking action to ensure that buildings and facilities are accessible to pupils with disabilities. For example, they were making sure that classrooms and events are easy to access and that appropriate actions plans are in place.

> 'We had an audit on the physical environment and the curriculum itself to establish areas that needed improving as far as disabled students are concerned, and we drew up an action plan.'
> Secondary school, GOR Wales

> 'The staff are very flexible in moving the classes to the students to ensure inclusion of all students regardless of disability.'
> Secondary school, GOR South East

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[45] Small base size for schools without a disability equality policy/scheme *and* action plan (88); indicative finding.

'We're aiming for 100 per cent access to the building, bearing in mind we're an old site dating back to the 18th century … We're improving the site for pupils with sensory disabilities and rearranging events for those with disabilities (e.g. making sure the event is on ground level).'
Secondary school, GOR Eastern

A further example of promising practice in this area is ensuring staff are trained to work with pupils with disabilities, so that pupils can get the most out of their school experience. This involves both employing staff with the relevant skills, and training existing staff so that they can better reach out to and support their disabled pupils.

'We employ a significant cohort of support staff who are trained in managing students with disabilities including autistic spectrum disorders, Down's Syndrome. We also have a Mind worker who does have an impact on the students with disabilities.'
Secondary school, GOR Yorkshire and Humberside

'We are working with special schools to increase the level of our staff expertise to help us reach out to the students with disabilities.'
Primary school, GOR North East

'We have had training programmes for teaching staff to ensure that they understand and can use sign language, and also training on dyslexia, and for autistic children, to raise awareness for these issues.'
Primary school, GOR Wales

6.2   Linking action to positive outcomes for pupils

As in the case of gender equality (see Chapter 5), there is a clear link between what schools are saying their actions are and what they recognise to be the most common impacts on pupil outcomes. In this case, an example can be seen in the link between the most commonly cited pupil impact (increased reported sense of accessibility to school facilities and resources) and the most commonly cited action (making school facilities accessible or having plans to do so).

Overall, almost four in five schools (77 per cent) were able to say how their work has had a positive impact on disabled pupils. This is in line with the proportion of schools that were able to identify a positive impact on male pupils as a result of their work on gender equality (75 per cent) but more than that for female pupils (69 per cent). Alongside increased accessibility, around a fifth of schools spontaneously identified improvements in pupils' wellbeing; disabled pupils feeling more valued; and improved key stage and subject attainment (see Figure 6.2).

Figure 6.2   Impact of Disability Equality Duty-related action upon disabled pupil outcomes
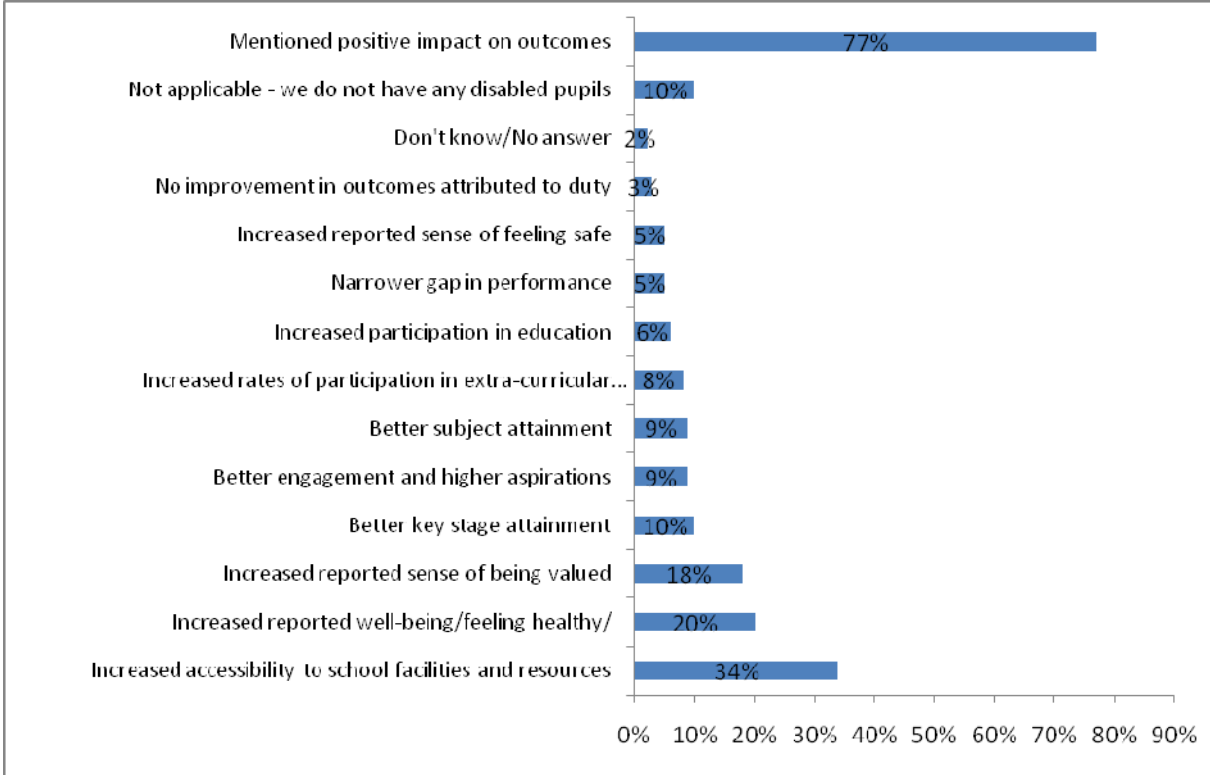
Base: all schools selected to answer the question (382).
Note: only impacts noted by 5 per cent of question respondents, or above, included in figure.

Schools in England were more likely to mention a positive impact on their disabled pupils as a result of their work on equality than schools in Wales (78 per cent versus 64 per cent respectively), as were schools with a disability equality policy or scheme *and* action plan (80 per cent versus 66 per cent without)[46]. Schools with an equality policy or scheme *and* action plan for all three of the duties were also more likely to mention a positive impact on pupils as a result of their equality-related work (85 per cent versus 74 per cent without).

The following case study provides an example of how a special school has made links between its work on disability (and gender) equality and pupil outcomes. Here, action on inequality has led to better attainment, increased confidence and improved opportunities for future employment.

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[46] Low base size for schools in Wales (62) and schools without a disability equality policy/scheme *and* action plan (88); indicative findings.

Case study: Special school, GOR North West

This school has made a clear link between the duties and pupils' outcomes. The school's understanding of entitlement to equality meant it translated the government's priority for mainstream pupils to achieve 'Five A*-C GCSEs on leaving education' into targets properly aligned with their pupils' capabilities. The duties have helped the school to challenge stereotypical assumptions around education provision, and legislation actually supported them in convincing local training providers to deliver vocational training at a level that previously did not exist.

By providing a work-focused curriculum (vocational learning below Level 1) the school hoped to give a clear indication that pupils are not different from mainstream pupils and 'are able to access life chances during their later lives'. The vocational learning initiative began with the introduction of entry level qualifications in bricklaying and joinery to both boys and girls; due to the success of the initiative, the range of subjects has been expanded to include car maintenance, hairdressing, horticulture and office skills. Staff ensure that assumptions are not made in terms of where pupils go, based on gender, to the extent where female staff are heading up traditionally male subjects such as bricklaying, and vice versa, to encourage pupils to feel comfortable with their subject choice.

In total, around 36 pupils are now on vocational courses and working towards an accreditation which is recognised by employers. The school has been able to measure a wide range of positive impacts for those young people, including increased functional skills (such as personal responsibility and building relationships), confidence and self-esteem. The school has also observed how vocational learning has tackled extreme behaviour challenges due to the involvement of increased teamwork and group discussions. Anecdotal feedback also suggests that pupils are less likely to feel different from their siblings and friends in mainstream schools as they can now talk about similar learning experiences and gaining future employment. One pupil who gained an entry level qualification in horticulture has since secured a work placement with the local council's estates department. The school made the following comment, which sums up their work:

'Hugely increased how much accreditation we do. And not just for accreditation's sake. It is about pushing young people and moving them on into adult life with the right skills. We are now about achievement whereas in the past special education was about a certificate with a teddy on it. Now we are focused on what we can do for the pupils and what they can achieve.'

The second case study shows how a primary school has developed the expertise of staff – and undertaken other improvements – in order to promote equal opportunities, better integration and greater academic achievement among pupils with disabilities.

Case study: Primary school, GOR London

This school continually tracks the progress of all pupils with a disability to identify ways in which their needs can be more fully met. In response to the equality duties, the school seeks to provide the same learning experience as those pupils who do not have a disability. The school began by undertaking a mapping exercise of disabled pupils' learning journeys to understand how key contact points could be improved. Members of the senior leadership team, inclusion staff and teaching staff met to consult with the disabled pupils and their parents to develop a more in-depth understanding of pupils' wants and aspirations. Staff then combined this information with individual academic data to design a series of initiatives targeted at pupils with a learning difficulty or disability.

The school's support aims to remove barriers which may prevent pupils with disabilities from participating in other mainstream schools. Due to the wide range of disability-related issues which some pupils at the school experience, the school responded by introducing more inclusive teaching practices, the up-skilling of some existing staff, employing additional staff and purchasing specialist equipment.

'Where possible, we bring in support from the outside, not just to support the young person but also to train our staff. This way we are able to continue their support after the external support worker has left.'

As part of the staff training, the school has funded a 'train-the-trainer' session to increase sports-related activities among pupils with mild physical disabilities. A physiotherapist has visited the school on six occasions to build capacity among the classroom assistants, who are now able to provide basic physiotherapy to pupils when needed.

Feedback collected from parents and pupils suggests that one of the key benefits from the additional support provided is that children with a range of disabilities can be educated at a mainstream school rather than attending a special school. Positive impacts on disabled pupils include increased participation in lessons, a greater degree of socialisation with 'more able' pupils and the ability to take on a more active role in a variety of sports (which also contributes to improved wellbeing).

Of the 11 (or 3 per cent of) schools that were unable to attribute improvement in disabled pupil outcomes to the Disability Equality Duty, they were most likely to

say that it was too soon to tell yet (four responses) or that they were unable to separate its impact from other measures to improve pupil outcomes (two responses). Again, due to an exceptionally small base size, these findings should be interpreted with caution.

7   Positive practice and its impact upon pupil outcomes: Race

Summary of findings

- Nine in 10 schools (90 per cent) were able to describe something they had done to meet the Race Equality Duty that had contributed towards measurable, positive outcomes for pupils.

- Schools were most likely to say that they have worked to raise awareness, tolerance and understanding (24 per cent) and that they hold multicultural days, conferences and/or assemblies (23 per cent). Schools also mentioned forging links with schools and communities overseas; using interpreters; building links with parents; and dealing with racist incidents.

- Almost three-quarters of schools (73 per cent) were able to attribute an improvement in ethnic minority pupil outcomes to the Race Equality Duty.

- Again, there were some links being made between equality-related action and positive impacts on pupil outcomes. The most commonly cited positive impact was in pupils reporting a sense of being valued (21 per cent).

- Schools also mentioned improved attainment by key stage and in subjects; better engagement and higher aspirations; narrowed gaps in performance; increased wellbeing, and a reduction in racist incidents.

This chapter will provide examples of what schools are doing to tackle race inequality among pupils and the impact they perceive this to have upon their pupils' educational outcomes. The chapter will also consider the extent to which this evidence suggests that schools make a link between the duties and pupil outcomes.

The responses from schools that are presented in this chapter were all spontaneous and relatively brief; they were asked to provide just one example of an activity arising from the Race Equality Duty that has contributed to positive outcomes for ethnic minority pupils. The commissioned research was not a full audit of activity or compliance so it is not possible to say whether the example provided was the only activity being undertaken by the school concerned, or one of several or many activities. At the same time, although the absence or infrequent mention of certain types of activity in the data might indicate that few schools are doing them, equally, it may be the case that schools are not directly associating them with the Race Equality Duty. The advantage of this approach lies in the fact that schools were able to freely identify actions that they believed to be promising practice.

7.1 Race Equality Duty action that has contributed to measurable, positive outcomes for pupils

Nine in 10 schools (90 per cent) overall were able to give an example of promising practice which is a slightly lower proportion when compared with disability equality action (93 per cent), but a higher proportion when compared with gender equality action (82 per cent).

Schools were most likely to say that they have worked to raise awareness, tolerance and understanding and that they hold multicultural days, conferences and/or assemblies (23 per cent). Schools also mentioned forging links with schools and communities overseas; using interpreters; building links with parents; monitoring progress; and dealing with racist incidents.

Figure 7.1   Race Equality Duty-related action that has contributed to positive pupil outcomes
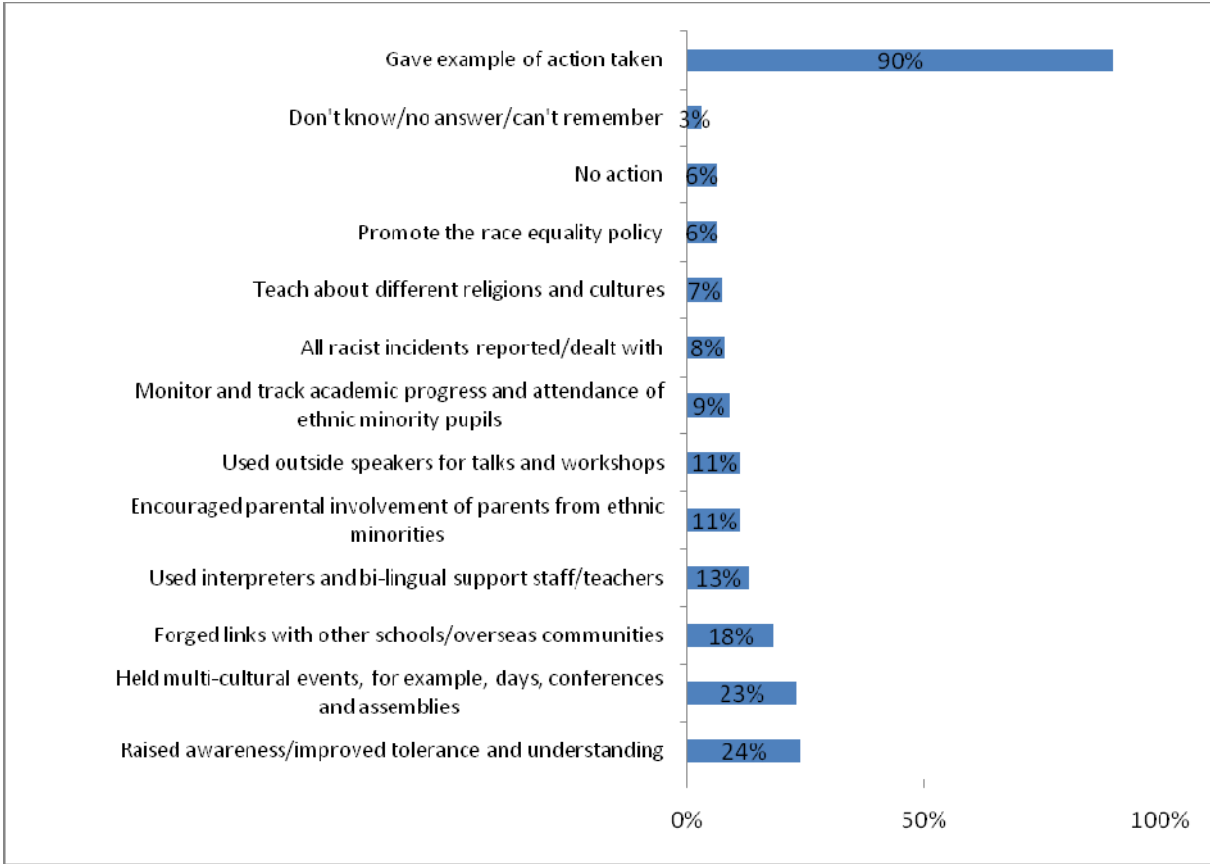
Base: all schools selected to answer the question (368).
Note: only actions for 5 per cent of question respondents, or above, included in figure.

Schools that were most likely to give an example of promising practice with regard to action on race equality included non-faith schools (92 per cent versus 79 per cent of

faith schools)[47] and schools with an equality policy or scheme *and* action plan for the three duties (96 per cent versus 88 per cent without). There are no significant differences in terms of schools with and without an equality policy or scheme *and* action plan on race.

The responses to the open-ended questions provide us with some insight into specific examples of action to promote race equality within schools. For example, some schools were holding multicultural events to build awareness and understanding of different ethnic and cultural backgrounds.

> 'We held a Saudi day, so parents and children from a Saudi background could come in with displays, food, costumes, etc. The Saudi children could present the displays to their fellow classmates, thus increasing respect and self-esteem.'
> Primary school, GOR South East

> 'We have multicultural events, e.g. multicultural art day, to make people more aware of other cultures, religions etc.'
> Primary school, GOR Eastern

> 'We've had a number of pupils from different ethnic backgrounds come into the school throughout the year and – as part of the curriculum – some of the parents of those ethnic minority pupils come into the school and talk about their background, religion and language of their country. This gives children a real understanding of who their peers are.'
> Primary school, GOR Wales

In terms of tackling racist bullying, the following quotes show how schools are working to prevent this, and also to ensure it is reported and dealt with when it does happen.

> 'We are very clear within our anti-bullying policy, and if there is a racist incident, the perpetrator will be required to undergo some work in our Learning Development Centre, to look at issues and modify behaviour.'
> Secondary school, GOR East Midlands

> 'The local community police have worked with us on our Development Plan for citizenship, and implemented a series of police-led workshops on race crime, to good effect.'
> Pupil Referral Unit, GOR London

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[47] Low base size for faith schools (44); indicative finding.

'We did have some racism in the school last autumn. We've done a lot of work, and group activities to highlight that all children should be treated equally and fairly. We invited in the county's racism spokesperson to do workshops with the children and we also invited in members of a Thai community to the school, allowing students to have a better sense of understanding other cultures.'
Secondary school, GOR South West

Schools are also targeting specific groups of ethnic minority pupils to ensure that they are sufficiently supported and that their parents are engaged as best as possible. For example, schools are taking action to support English as an additional language and to provide mentoring.

'We've identified ethnic groups that we consider are underachieving and have set up parents' groups for those families who don't have much interaction with the school as much, such as the Somali and Afghan families. The parents come into school and work with their sons and daughters to explain their school expectations and to keep them more informed. By doing this, their attainment has improved greatly, especially at Key Stage 4 (GCSEs).'
Secondary school, GOR London

'[We have] specific targets and action-planning to raise the attainment of students with English as an additional language. There is identifiable, accelerated progress for children with English as an additional language.'
Academy, GOR South West

'We've achieved the Stephen Lawrence award at Level 4, which is the highest, and that reflects our work with the ethnic minority students. Particularly providing them with mentors: this has impacted positively on achievement and our ethnic minority students achieve higher GCSE results than other students.'
Academy, GOR Yorkshire and Humberside

7.2 Linking action to positive outcomes for pupils

Once again, it appears that schools can see some links between the actions they undertake and how they make an impact upon pupil outcomes. Almost three-quarters of schools (73 per cent) were able to attribute an improvement in ethnic minority pupil outcomes to the Race Equality Duty; this is lower than the equivalent findings for disabled pupils (77 per cent) and male pupils (75 per cent) but slightly higher than that for female pupils (69 per cent). One in 20 schools (5 per cent) said they would not attribute any improvement in outcomes to the duty.

The most commonly cited positive impact (increased reported sense of being valued) corresponds with the most commonly cited action (raising awareness, tolerance and understanding). As with actions relating to the gender and disability duties though, there appears to be some blurring in terms of which duties are the drivers here. For example, the Race Relations (Amended) Act and the duty to report were also influencing schools' work on race equality. Schools also mentioned improved attainment by key stage and in subjects; better engagement and higher aspirations; narrowed gaps in performance; increased wellbeing; and a reduction in racist incidents.

Figure 7.2   Impact of Race Equality Duty-related action upon ethnic minority pupil outcomes
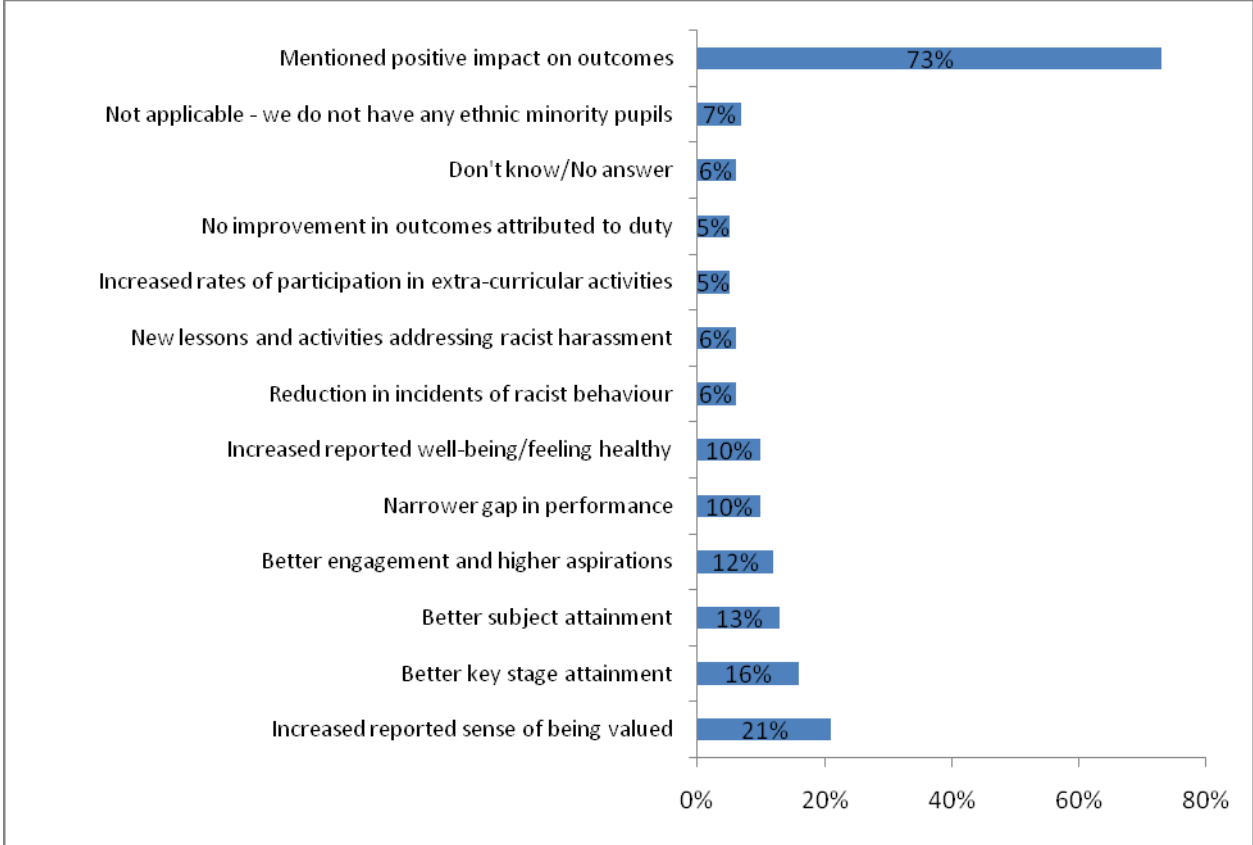
Base: all schools selected to answer the question (368).
Note: only impacts noted by 5 per cent of question respondents, or above, included in figure.

With regard to those schools mentioning a positive impact on their ethnic minority pupils, there were no significant differences by school type. However, there is a notable difference by school size: just three in five (61 per cent) small schools were able to mention a positive impact, yet over three-quarters (78 per cent) of medium and large schools were able to do so. Additionally, schools in areas with high ethnic diversity (fractionalisation) were more likely to mention a positive impact than those in areas of low ethnic diversity (82 per cent versus 62 per cent respectively). There

are also indicative differences by country; three-quarters (74 per cent) of English schools were able to mention a positive impact compared with six in 10 (61 per cent) in Wales[48].

The following case study provides an example of how a primary school has worked to ensure race equality by tackling low participation rates in PE lessons among ethnic minority pupils.

Case study: Primary school, GOR South East

The duties have helped this school to introduce a more thorough system of collecting evidence about equality groups. Current mechanisms include regular tracking of educational participation and attainment among the whole pupil population, use of pupil attitude surveys, the discussion of equality issues during school council meetings and wider consultation with community groups in the area. By carefully monitoring the number of pupils taking part in sports activities within the school and by analysing the data by a range of pupil profiles, including ethnicity, the school was able to identify the issue of low take-up of sports lessons among ethnic minority pupils and has been able to track the impact of actions too.

This school has experienced low take-up of sports by ethnic minority pupils, mainly by children of Bangladeshi origin.

The school has worked to address this issue by reaching out to parents and engaging with them on the subject of PE lessons and sports kit. For example, the school organised a community day (or school fete) which it used as an opportunity to informally discuss the requirements for children to participate in PE lessons and any concerns parents may have about sports activities and sports kit. The school made the following comments about it:

'There was an agenda there to speak to ethnic minority parents that we don't normally see … [the day] did have a great big agenda but there was also that theme running through it, from our School Development Plan, to make sure that everyone recognises the importance of school sport, how we can help them. If the girls want to wear leggings under their gym skirts, that's fine, we can accommodate that.'

The primary outcome of the action taken by the school has been an increase in participation in school PE lessons by ethnic minority pupils; attendance records for PE lessons have shown a 16 per cent increase in participation which the school believes must be at least partially attributable to the action they have taken.

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[48] Small base size for Wales (77); indicative finding.

This second case study shows how action to address low English language levels among Roma migrants has improved pupils' educational attainment and integration within school.

Case study: Secondary school, GOR East Midlands

This school follows a duties-based approach by collecting a wide range of data on equality groups. For example, it collects data on the level of post-16 progression to further learning or employment and GCSE examination results by ethnicity and gender. The school uses this statistical data, combined with qualitative information collected on their ethnic minority pupils, to help them better understand the learning and pastoral issues which affect them. For example, results from the ethnic minority learning needs assessment helps them to set individual learning targets for improved subject and learning performance. Using findings from lesson observations, staff can also identify the challenges which prevent ethnic minority pupils from participating in extracurricular activities and interacting with pupils outside of their own ethnic group.

The school's evidence base on ethnic minority groups, combined with experiences shared at headteacher meetings with other local schools who cater for Roma migrants, led to a new intensive language support provision being offered.

'It's been really effective in giving them a head start. When they enter the school now they are able from day one to make friends with other students and participate in games, football, music and their classes. Across the school we've seen the levels of inclusion and performance of Roma students improve considerably.'

The third case study shows how a school has addressed under-achievement among ethnic minority boys.

Case study: Secondary school, GOR London

A review of Standard Assessment Tests (SATs) scores and the school's behaviour alert system led the school to identify that ethnic minority boys were underachieving academically and also exhibited more concerning behavioural issues than other pupils. Having identified these issues, the school decided to take corrective action.

In accordance with a School Improvement Plan objective, the school sought to work with external organisations which could offer specialist provision in helping disaffected and disengaged pupils. Due to the successful track record of a charity that had previously worked with the school's 'at risk' female pupils, the school felt that a new programme, this time with underachieving boys, would lead to positive impacts on ethnic minority boys' outcomes (in particular, improved behaviour, raised aspirations and a more positive attitude towards learning).

For one day every two weeks, 12 ethnic minority boys who had been selected to take part in the programme attended the charity's premises to participate in role plays (on resolving conflict) and group work activities (to discuss and plan removing barriers to work).

The school believes that the project had a positive on pupil outcomes which otherwise would not have happened. For example, some of the ethnic minority boys who participated in the project are now working towards Level 2 and/or 3 courses in the school's sixth form, while others have progressed into further education to work towards vocational qualifications. Behaviour has also improved, as identified by a reduction in short-term exclusions.

'We saw an impact on the fixed-term exclusions, a fall in the trouble they used to get into and certainly a better approach to their studies.'

The school also confirmed that the initiative has had a wide-ranging impact on other pupil outcomes including improved attendance, academic performance, behaviour and progression. During the catch-up review sessions with the participating boys, the school also identified that pupils had an increased sense of responsibility for their own learning and were more focused on future employment options.

Of the 18 (or 5 per cent of) schools that were unable to attribute any improvement in pupil outcomes to the Race Equality Duty, they were most likely to say this was because they cannot separate its impact from other measures to improve pupil outcomes (eight responses) and that there is no evidence of improved outcomes (three responses). Again, these findings only give a flavour of what the reasons might be.

8 Embedding the equality duties within broader school activities

Summary of findings

- Seven in 10 schools (69 per cent) said that gender, disability and/or race equality are an explicit feature of their School Improvement or Development Plan.

- Schools were more likely to say that at least one of these equality areas is an explicit feature of their Self-Evaluation Form than their School Improvement Plan/ School Development Plan (85 per cent).

- Performance management targets/objectives related to the duties were most likely to be set for some/all teaching staff (52 per cent) and least likely to be set for some/all support staff (45 per cent). Half of schools (50 per cent) set performance management targets/objectives for some/all senior leaders.

- Overall, 47 per cent of schools set no performance management targets/ objectives for support staff, followed by none for 42 per cent of senior leaders, and none for 41 per cent of teachers.

- Schools that were most likely to make gender, disability and race equality issues an explicit feature of performance management targets/objectives for all or some senior leaders included those that are large; or in the most deprived areas of England; or in areas with high ethnic diversity; and those that have equality policies and/or schemes *and* action plans for gender, disability and race equality.

This chapter discusses how schools are actually embedding the equality duties within broader school activities, such as school strategic documents and performance management targets and objectives for staff. It also looks at how far schools are consulting relevant stakeholders when developing their policies/schemes and when developing and implementing equality-related activities.

8.1 Embedding the duties in school improvement/development plans and self-evaluation forms

The Equality Duties guidance makes it clear that schools can embed equality policies or schemes within other strategic school documents. This is important, as bringing key equality-related actions into schools' everyday work better enables the duties to become 'mainstreamed', and so become manifest in schools' core activities (as opposed to an 'add-on'). Therefore, schools were asked whether the gender, disability and/or race equality duties are an explicit feature of their Improvement or Development Plan and Self-Evaluation Form.

A school Improvement or Development Plan outlines the main priorities that school stakeholders choose to address in order to raise standards. This plan breaks down each of the priorities by identifying actions, resources, responsibilities, timescales

and success criteria. Promoting equal opportunities for pupils is central to a school's role and therefore it is important that equality-related action is included in their Improvement or Development plan. As illustrated in Figure 18, seven in 10 schools (69 per cent) indicated that at least one of these three duties is an explicit feature of their Improvement or Development Plan.

Figure 8.1   Equality duties an explicit feature of school improvement/ development plans
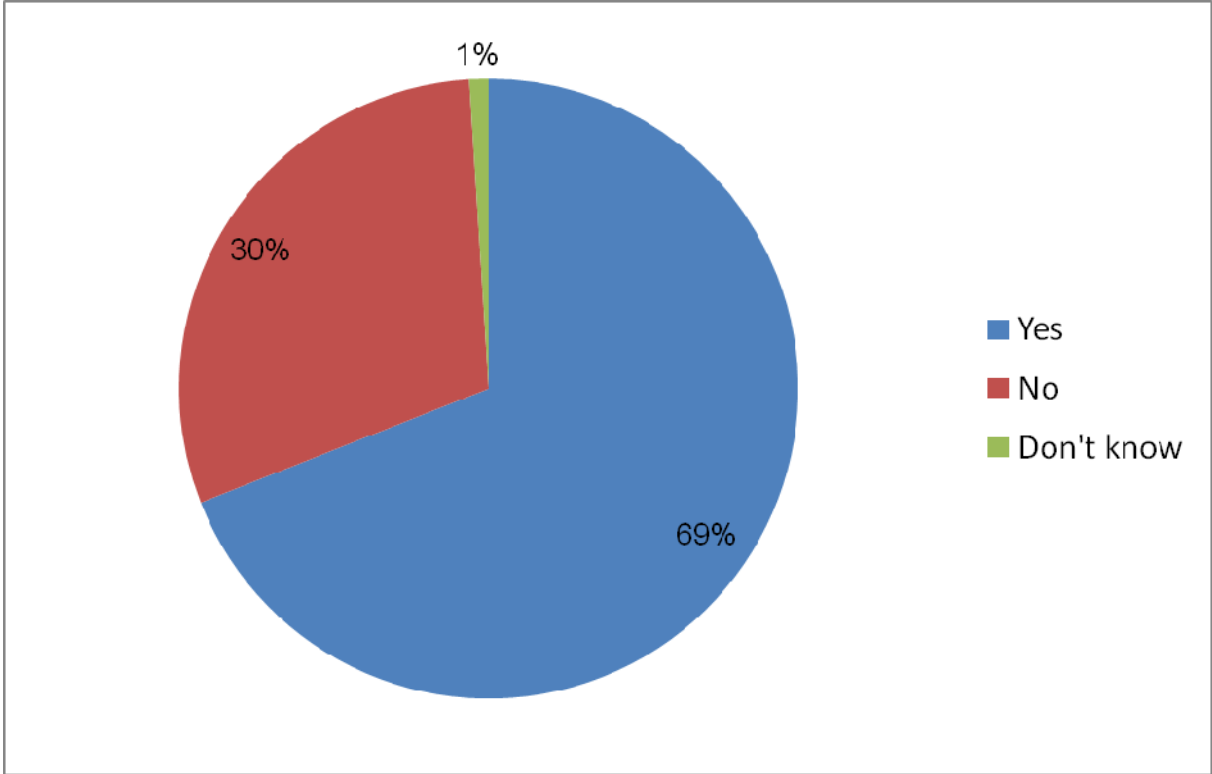
Base: all schools (503).

Although there are no statistically significant results by school type, country or faith school, the following tables (Tables 8.1, 8.2 and 8.3) set out the results for these sub-groups.

Table 8.1   Equality duties an explicit feature of school improvement/ development plans (by school type)

	Secondary (%)	Primary (%)	Special/PRU (%)	Academies[49] (%)
Yes	68	69	68	85
No	31	30	31	15

Base: secondary (181), primary (200), special/PRU (100), Academy (29).

Table 8.2   Equality duties an explicit feature of school improvement/ development plans (by country)

	All schools (%)	England (%)	Wales[50] (%)
Yes	69	69	62
No	30	29	37

Base: all schools (503), English schools (413), Welsh schools (90).

Table 8.3   Equality duties an explicit feature of school improvement/ development plans (faith schools)

	All schools (%)	Faith schools[51] (%)
Yes	69	63
No	30	33

Base: all schools (503), faith schools (69).

Effective self-evaluation is extremely important for school improvement. The Self-Evaluation Form enables schools to follow the evaluation schedule used in inspections, so that they can make use of the guidance and identify what they need to do to improve. Self-Evaluation Forms are used in inspections to help inspectors see how schools are being led and managed and how they are approaching improvements. It is important for equality-related action to be considered here as it ensures that addressing inequality is central to school improvement. Schools are more likely to say that gender, disability and/or race equality is an explicit feature of their Self-Evaluation Form than their Improvement or Development Plan.

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[49] Small base size (29); indicative findings.
[50] Small base size (90); indicative findings.
[51] Small base size (69); indicative findings.

Figure 8.2   Equality duties an explicit feature of school self-evaluation forms
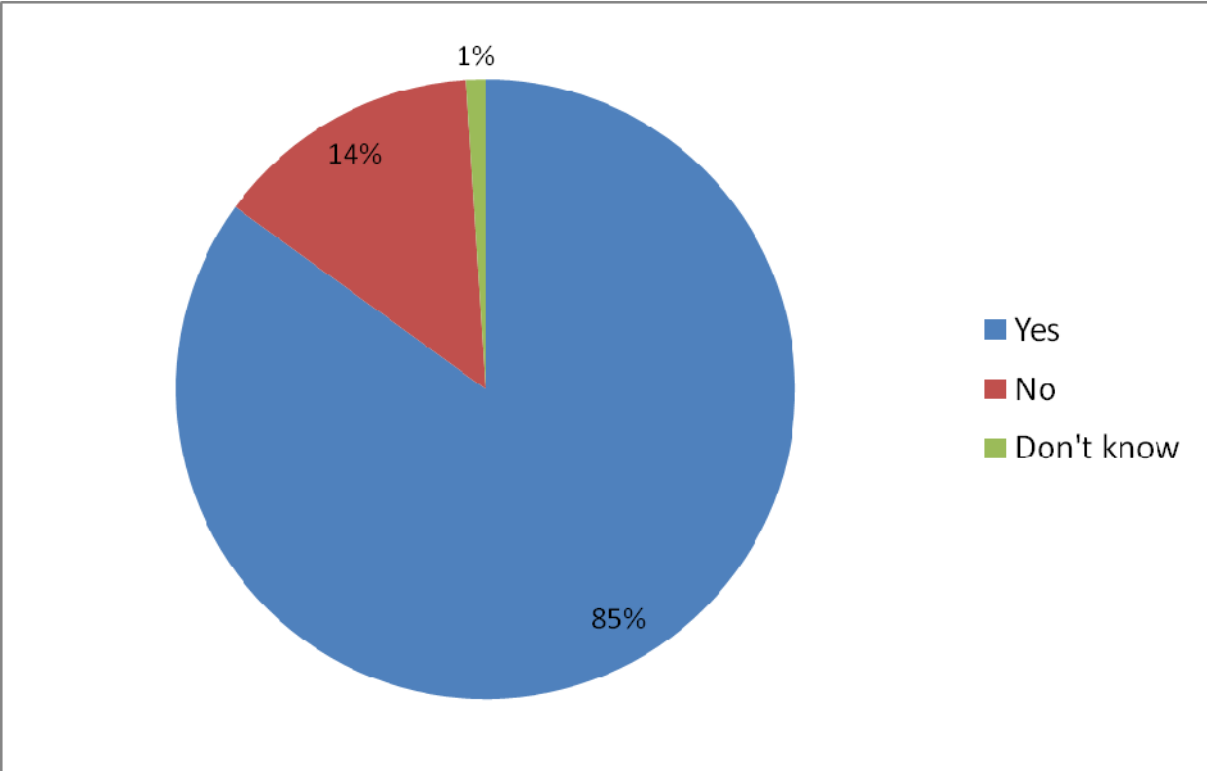
Base: all schools (503).

Although there are no statistically significant results by school type, country or faith school, the following tables (Tables 8.4, 8.5 and 8.6) set out the results for these sub-groups.

Table 8.4   Equality duties an explicit feature of school self-evaluation forms (by school type)

	Secondary (%)	Primary (%)	Special/PRU (%)	Academies[52] (%)
Yes	83	85	85	89
No	16	13	13	11

Base: secondary (181), primary (200), special/PRU (100), Academy (29).

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[52] Small base size (29); indicative findings.

Table 8.5   Equality duties an explicit feature of school self-evaluation forms (by country)

	All schools (%)	England (%)	Wales[53] (%)
Yes	85	86	78
No	14	13	22

Base: all schools (503), English schools (413), Welsh schools (90).

Table 8.6   Equality duties an explicit feature of school self-evaluation forms (faith schools)

	All schools (%)	Faith schools[54] (%)
Yes	85	84
No	14	13

Base: all schools (503), Faith schools (69).

8.2   Equality duties and staff training/performance management

How far the equality duties are incorporated into staff training and performance management provides a good indication of how deeply embedded they are within schools. Although this is not a legal requirement, it provides an idea of which schools are 'going the extra mile' and really embracing the duties by target setting with their staff.

As illustrated in Figures 8.3, 8.4 and 8.5, a slightly higher proportion of schools were setting performance management targets and objectives for some/all senior leaders and teaching staff than those that were not setting any targets (50 per cent versus 42 per cent and 52 per cent versus 41 per cent respectively). The proportion of schools that were and were not setting performance management targets and objectives for some/all support staff is more balanced (45 per cent versus 47 per cent respectively). Overall, performance management targets and objectives were most likely to be set for some/all teaching staff (52 per cent) and least likely to be set for support staff (45 per cent); senior leaders fall somewhere in between the two (50 per cent).

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[53] Small base size (90); indicative findings.
[54] Small base size (69); indicative findings.

Figure 8.3   Equality duties an explicit feature of performance management targets/objectives for senior leaders
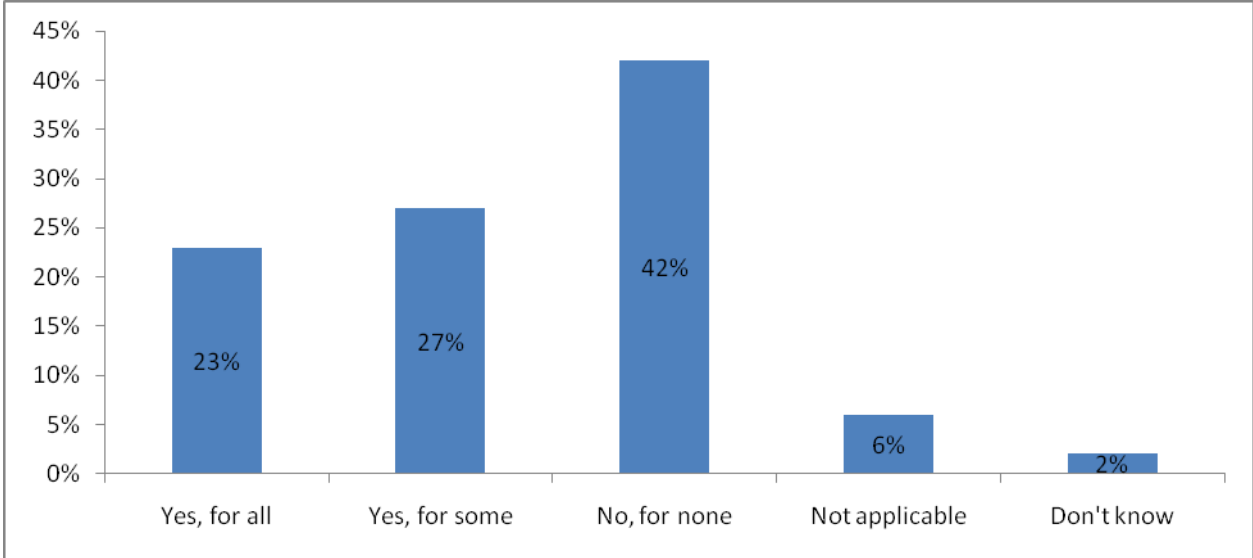
Base: all schools (503).

Figure 8.4   Equality duties an explicit feature of performance management targets/objectives for teaching staff
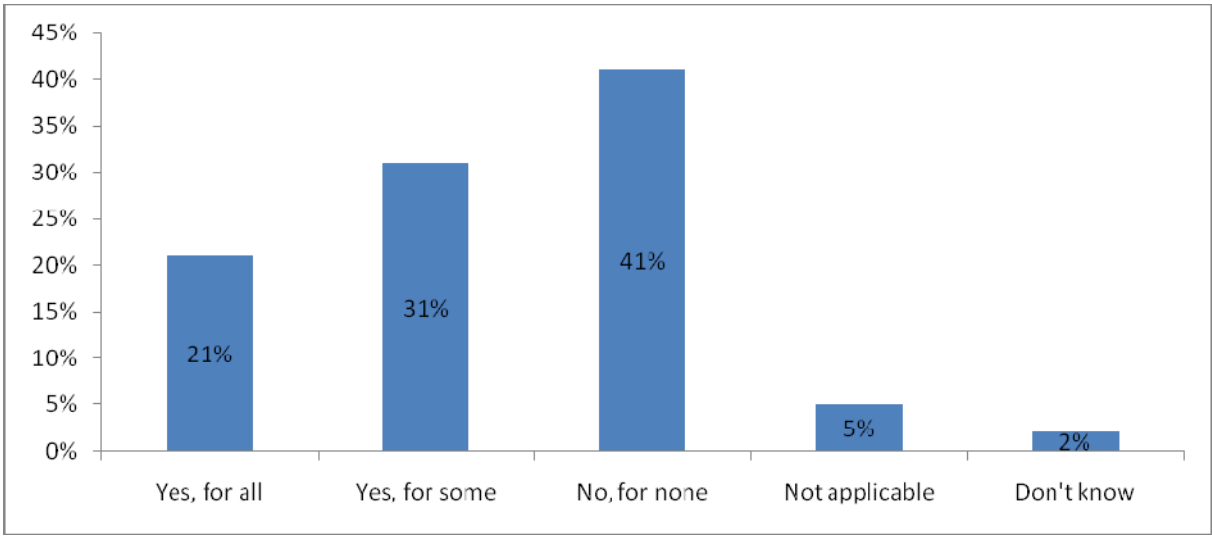
Base: all schools (503).

Figure 8.5   Equality duties an explicit feature of performance management targets/objectives for support staff
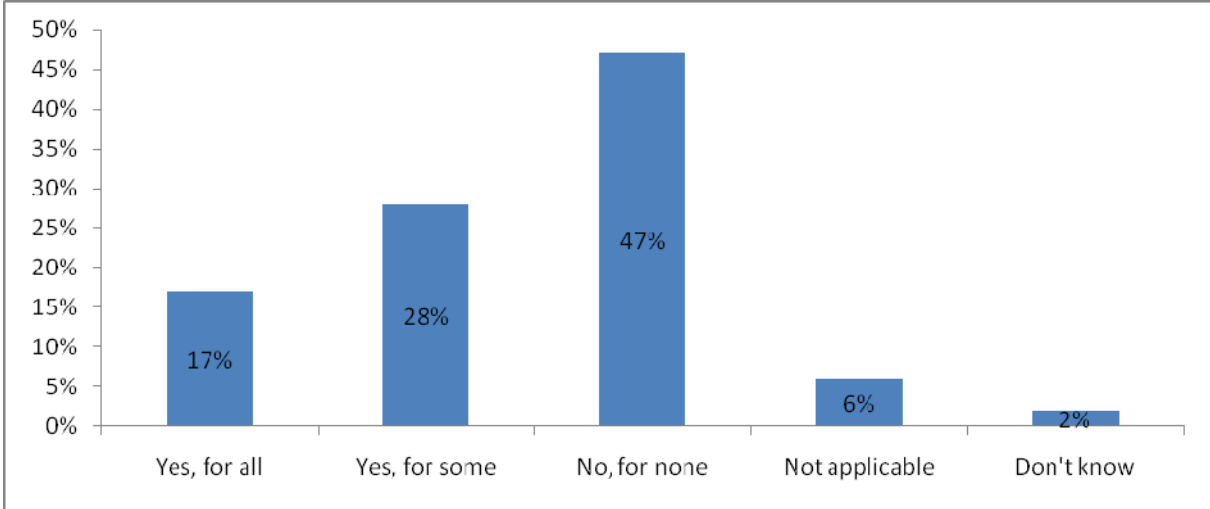
Base: all schools (503).

A number of significant differences emerge between different types of school in relation to management targets and objectives for each of the staff groups:

- **Senior leaders:** Schools that were most likely to make gender, disability and race equality issues an explicit feature of performance management targets or objectives for all or some senior leaders included large schools (59 per cent versus 44 per cent of small schools); schools in the most deprived areas of England (57 per cent versus 43 per cent in the least deprived areas); and schools in areas with high ethnic diversity (fractionalisation) (59 per cent versus 44 per cent in areas with low and medium levels of ethnic diversity). Schools with equality policies and/or schemes *and* action plans for gender, disability and race equality were also more likely to do so (69 per cent versus 42 per cent who do not have a policy and/or scheme *and* action plan for all three duties).

- **Teaching staff:** Again, schools in the most deprived areas of England were most likely to set performance management targets and objectives (60 per cent versus 43 per cent in the least deprived areas), as were schools in areas with high ethnic diversity (fractionalisation) (61 per cent versus 52 per cent of all schools) and those with equality policies and/or schemes *and* action plans for gender, disability and race equality (68 per cent versus 45 per cent who do not for all three duties).

- **Support staff:** As in the case of senior leaders and teaching staff, schools in areas with high ethnic diversity (fractionalisation) were most inclined to set performance management targets and objectives (51 per cent versus 39 per cent of schools in areas with low ethnic diversity), as are schools with policies and/or schemes *and* action plans for all three duties (61 per cent for their support staff versus 38 per cent who do not).

9   Progress on wider equality issues

Summary of findings

- The majority of schools (62 per cent) were unaware of the forthcoming Public Sector Equality Duty and the range of protected equality strands it covers, which suggests that it will be important to build schools' awareness of the imminent change.

- Schools were significantly more likely to say that they cover religion or belief (93 per cent), human rights (73 per cent) and sexual orientation (68 per cent) in their equality policies/schemes than gender reassignment (29 per cent) and pregnancy and maternity (26 per cent).

- Secondary schools were more likely than all schools overall to cover all of the newer equality strands in their equality policy or scheme, and more likely than primary schools to cover religion or belief, sexual orientation and pregnancy and maternity.

- Special schools/PRUs were more likely than all schools overall to cover religion or belief, sexual orientation, and pregnancy and maternity in their equality policy or scheme, and more likely than primary schools to cover sexual orientation, and pregnancy and maternity.

- English schools were more likely than Welsh schools (69 per cent versus 57 per cent) to include sexual orientation in their equality policy or scheme[55].

- Welsh schools were more likely than English schools to include pregnancy and maternity in their equality policy or scheme.

- Schools were most likely to have set specific targets to improve equality relating to religion or belief (31 per cent) and least likely to have done so in the case of gender reassignment (5 per cent). Overall, 23 per cent of schools had set specific targets for human rights, 10 per cent for pregnancy and maternity, and six per cent for sexual orientation.

- Secondary schools were significantly more likely to have set specific targets around pregnancy and maternity, and sexual orientation, than schools overall. They were significantly less likely to have set targets around religion or belief than schools overall. Special schools/PRUs were particularly likely to have set targets with regard to human rights.

- Actions that schools have taken in these areas include anti-bullying work, clampdowns on homophobic language and behaviour, school trips to places of worship and teaching pupils about their rights and responsibilities.

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[55] Small base size for Wales (90); indicative finding.

This chapter discusses the progress being made by schools in wider equality issues. Though the majority of the research focused on equality-related action specific to the gender, disability and race equality duties, some basic questions were asked about the new Single Equality Duty and other protected equality groups. This chapter covers: religion or belief, human rights, sexual orientation, gender reassignment, and pregnancy and maternity. It was not possible to investigate these issues in depth. The focus is on awareness of the new Single Equality Duty, inclusion of the newer equality groups in policies or schemes and targets, and actions that have led to positive outcomes for pupils (in these areas).

9.1   Awareness of the new Single Equality Duty

In 2011, the current equality duties will be harmonised into one new duty, and those that apply to schools will cover seven protected equality characteristics: disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation. The Commission wanted to gauge awareness of this forthcoming change and so a total of 83 schools were asked whether, prior to interview, they were aware of it[56].

Figure 9.1   Aware of the forthcoming Public Sector Equality Duty
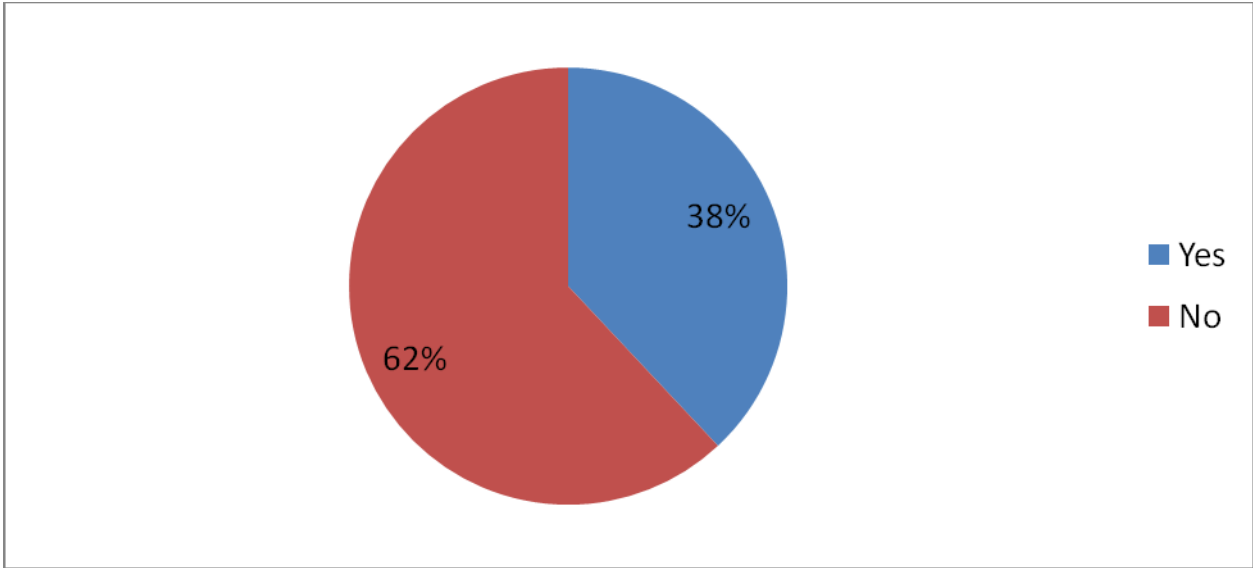
Base: all schools asked this question (83).

Less than two in five schools of these schools (38 per cent) said they are aware of the forthcoming Equality Duty and the range of protected equality strands. It will be important to build schools' awareness of the imminent change.

Base sizes are too small to comment on any differences by sub-group.

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[56] This question was asked of all schools between 7 and 25 June 2010.

9.2 Inclusion of newer equality strands in policies or schemes (and human rights)

Schools were significantly more likely to say that they cover religion or belief (93 per cent), human rights (73 per cent) and sexual orientation (68 per cent) in their equality policies or schemes than gender reassignment (29 per cent) and pregnancy and maternity (26 per cent).

Figure 9.2 Inclusion of newer equality strands in equality policies or schemes (and human rights)
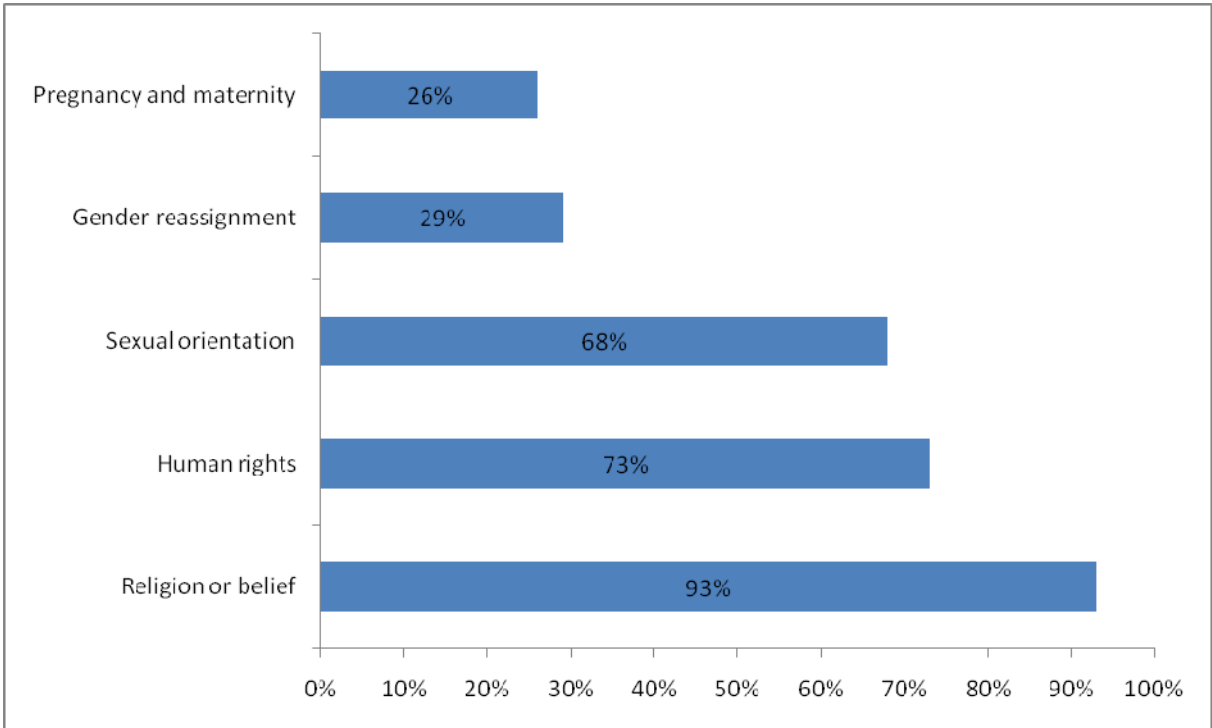
Base: All schools (503).

There are some significant differences between schools here, which is perhaps to be expected (particularly in the case of school type) given that some equality issues may be more typically associated with different age groups. Table 9.1 shows how the results break down by school type.

The results which are statistically significant are as follows:

- Secondary schools were more likely than all schools overall to cover all of the broader equality strands in their equality policy or scheme.
- Secondary schools were more likely than primary schools to cover religion or belief (98 per cent versus 92 per cent), sexual orientation (86 per cent versus 64 per cent) and pregnancy and maternity (55 per cent versus 18 per cent) in their equality policy or scheme.

- Special schools/PRUs were more likely than all schools overall to cover religion or belief (98 per cent versus 93 per cent), sexual orientation (79 per cent versus 68 per cent) and pregnancy and maternity (44 per cent versus 26 per cent) in their equality policy or scheme.

- Special schools/PRUs were more likely than primary schools to cover sexual orientation (79 per cent versus 64 per cent) and pregnancy and maternity (44 per cent versus 18 per cent) in their equality policy or scheme.

All other results are statistically non-significant.

Table 9.1   Inclusion of newer equality strands in policies or schemes (and human rights) by school type

	Secondary (%)	Primary (%)	Special/PRU (%)	Academies[57] (%)
Religion or belief	98	92	98	98
Human rights	79	72	77	78
Sexual orientation	86	64	79	87
Gender reassignment	34	28	31	47
Pregnancy and maternity	55	18	44	71

Base: secondary (181), primary (200), special/PRU (100), Academy (29).

Table 9.2 shows what proportion of schools, broken down by country are including the broader equality strands within their equality policy or scheme.

The results which are statistically significant are as follows:

- English schools were more likely than Welsh schools (69 per cent versus 57 per cent) to include sexual orientation in their equality policy or scheme[58].

- Welsh schools were more likely than English schools (42 per cent versus 24 per cent) and all schools overall (42 per cent versus 26 per cent) to include pregnancy and maternity in their equality policy or scheme[59].

All other results are statistically non-significant.

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[57] Small base size (29); indicative findings.
[58] Small base size for Wales (90); indicative finding.
[59] Small base size for Wales (90); indicative finding.

Table 9.2   Inclusion of newer equality strands in policies or schemes (and human rights) by country

	All schools (%)	England (%)	Wales[60] (%)
Religion or belief	93	93	95
Human rights	73	73	79
Sexual orientation	68	69	57
Gender reassignment	29	29	26
Pregnancy and maternity	26	24	42

Base: all schools (503), English schools (413), Welsh schools (90).

Table 9.3 shows what proportion of faith schools are including the newer equality strands within their equality policy or scheme. None of the results are statistically significant.

Table 9.3   Inclusion of newer equality strands in policies/schemes (and human rights) faith schools

	All schools (%)	Faith schools[61] (%)
Religion or belief	93	90
Human rights	73	79
Sexual orientation	68	65
Gender reassignment	29	31
Pregnancy and maternity	26	19

Base: All schools (503), faith schools (69).

Among other sub-groups, the following statistically significant differences emerged:

- **School size:** Large schools were significantly more likely than schools overall to cover pregnancy and maternity in their equality policy or scheme (60 per cent versus 26 per cent); large schools were also more inclined to cover sexual orientation (80 per cent versus 68 per cent of all schools). These findings are most likely linked to the fact that secondary schools are particularly inclined to cover both these issues (as secondary schools tend to have the largest number of pupils).

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[60] Small base size (90); indicative findings.
[61] Small base size (90); indicative findings.

- **Ethnic diversity (fractionalisation):** Schools in areas with low ethnic diversity (fractionalisation) were most likely to cover human rights in their equality policy or scheme (81 per cent versus 73 per cent of schools overall).

9.3 Setting targets for the newer equality strands (including human rights)

The majority of schools that cover religion or belief, human rights, pregnancy and maternity, gender reassignment and/or sexual orientation in their equality policy/scheme had not set specific targets related to these areas, as illustrated in Figure 9.3.

Figure 9.3 Setting targets for the newer equality strands (and human rights) among schools that cover these in their policy or scheme
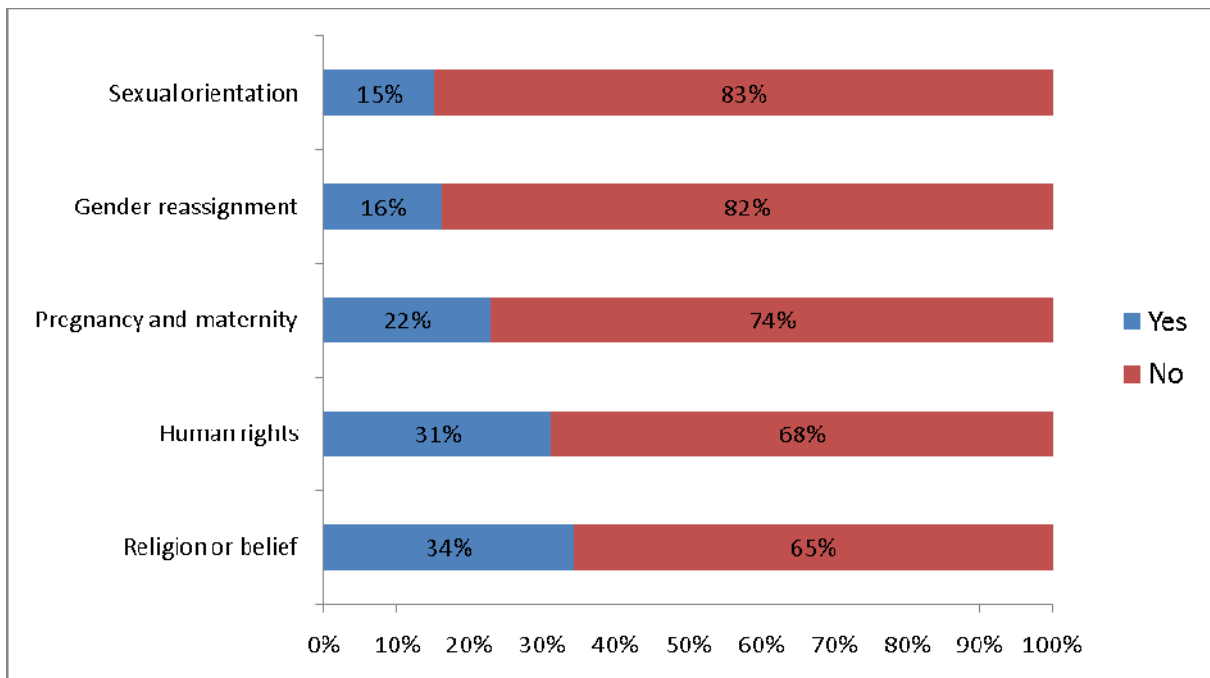
Base: schools that include these issues in their policies/schemes. Religion or belief (483). Human rights (386). Pregnancy and maternity (208). Gender reassignment (156). Sexual orientation (373).

In comparison with Figure 9.3 which looks at only the schools that cover these areas in their equality policy or scheme, Figure 9.4 shows the proportion of **all** schools that had set specific targets related to these five equality issues. Schools were most likely to have set specific targets to improve equality relating to religion or belief (31 per cent) and least likely to have done so in the case of gender reassignment (5 per cent). The fact that schools were most likely to have set specific targets on religion or belief is likely to be because it is related to the community cohesion duty and the Race Equality Duty. Although pregnancy and maternity is related to gender equality, primary schools may perceive this as less relevant to them (in comparison

with religion or belief and human rights, for example) because of the age of the pupils they work with.

Figure 9.4   Setting targets for the newer equality strands (and human rights) among all schools
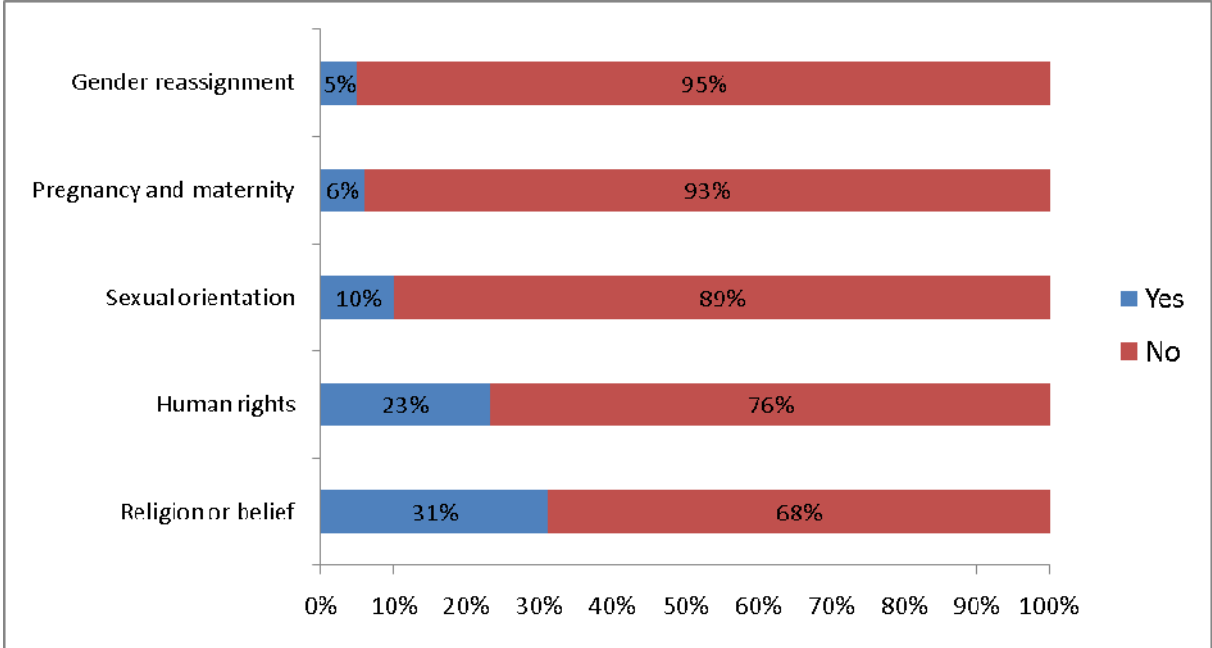
Base: all schools (503).

Looking at all schools, a number of significant differences emerge between them in terms of target-setting.

- **School type:** Secondary schools were significantly more likely to have set specific targets around pregnancy and maternity than schools overall (15 per cent versus 6 per cent respectively), and this is also the case for sexual orientation (16 per cent versus 10 per cent). On the other hand, secondary schools were significantly less likely to have set targets around religion and belief than schools overall (21 per cent versus 31 per cent). Special schools/PRUs were particularly likely to have set targets with regard to human rights (31 per cent versus 23 per cent of all schools).

- **School size:** Linked to the findings for secondary schools, large schools were particularly likely to have set targets around pregnancy and maternity (18 per cent versus 6 per cent of all schools) and sexual orientation (19 per cent versus 10 per cent), and particularly unlikely to have set targets around religion or belief (21 per cent versus 31 per cent of all schools). Small schools were more inclined to set targets with regard to human rights (33 per cent versus 23 per cent of all schools).

- **Country:** Welsh schools[62] were significantly less likely to have set targets around religion or belief than English schools (19 per cent versus 32 per cent).
- **Ethnic diversity (fractionalisation):** Schools in areas with low ethnic diversity (fractionalisation) were more likely to set targets on human rights than those in areas with high ethnic diversity (29 per cent versus 19 per cent).

9.4　Actions that have contributed to positive outcomes for pupils related to the newer equality strands

All schools that had set specific targets related to gender reassignment, pregnancy and maternity, religion or belief, sexual orientation and/or human rights were asked to describe one thing that their school had done in relation to one of these issues that contributed to measurable, positive outcomes for pupils. The top 10 responses can be seen in Table 9.4; it is worth noting that, as the question was asked of just 72 schools, the findings are indicative only.

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[62] Small base size (90); indicative finding.

Table 9.4   Action on newer equality strands (including human rights) that has contributed to positive pupil outcomes

One thing the school has done in relation to the five broader equality issues that has contributed towards measurable, positive outcomes for pupils	%
Forged links with other schools/ overseas communities	13
Teach different religions/cultures	13
We hold multicultural days/ conferences/weeks	13
We offer one-to-one support/ supportive workshops	10
Raise awareness/understanding about rights/responsibilities	8
Everybody is treated the same/ treated fairly/we include everybody	8
We've made the facilities/have plans to make the school accessible	6
We have SEAL[63] programmes	6
Set targets in number of disabled children/children from ethnic minorities	6
Change of curriculum/make sure everybody can access subjects/ make sure curriculum covers all ethnicities	4
Yes, gave example of promising practice	**94**

Base: 72 schools asked this question.

In contrast to actions for pregnancy and maternity and religion or belief, there were very few actions described relating to gender reassignment, sexual orientation and human rights. This does not necessarily mean that schools are not taking action on these issues.

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[63] Social and Emotional Aspects of Learning.

Although the newer equality issues were not explored in detail in the quantitative survey, a number of them were described spontaneously in the unprompted questions about schools' action on the gender, disability and race duties. The following quotes provide specific examples of actions that schools are taking with regard to pregnancy and maternity. These were largely mentioned in response to the open-ended question about action taken to promote gender equality.

> 'We risk-assess any pupils who fall pregnant during full-time education and ensure they are able to access the curriculum, either within the full-time curriculum or as part of our inclusion package.'
> Academy, GOR South East

> 'We have supported teenage pregnancy through flexible schooling and distance learning and also supplying a school laptop.'
> Secondary school, GOR Eastern

A number of schools also mentioned action they had taken to promote tolerance around sexual orientation, particularly in terms of anti-bullying measures. Gender reassignment was barely mentioned.

> 'We have done a lot through the PSHE [Personal, Social and Health Education] programme, the development of the relations to transgender and homosexuality.'
> Secondary school, GOR Wales

> 'We have targets to reduce casual reference to homophobic abuse that is used by young children who don't know what they are saying. It is a zero-tolerance policy. We ask them what they mean by it and get them to understand that this is not right. We are aware of homophobic abuse and are constantly trying to deal with it.'
> Secondary school, GOR Eastern

> 'We have implemented in our PSHE lessons appropriate and inappropriate behaviour in relationships, as well as highlighting same-sex relationships. We've had a clampdown on a zero-tolerance policy on homophobic language and behaviour.'
> Secondary school, GOR London

Promising practice around religion or belief was mentioned by several schools in response to the open-ended question about action on race equality. Schools'

work in this area tends to focus on building understanding, awareness and community cohesion.

> 'We have our Philosophy and Ethics programme. In this, we look at different religions, and the need to ensure mutual understanding and appreciation of each other's beliefs.'
> Secondary school, GOR South East

> 'We have assembly and circle time where we talk about different races and religions to raise their awareness.'
> Special school, GOR West Midlands

> 'We have had a focus on more work on multiculturalism and examples of this would be visits to the school by people from other cultures and religions. And we have also undertaken visits to a local temple and the local mosque.'
> Primary school, GOR South East

In terms of equality-related work around human rights, the schools that mentioned action in this area mainly referred to discussing human and child rights in lessons and assemblies (also with reference to the UNICEF Convention on the Rights of the Child).

> 'As a school, we have taken the transition pathway programme, and we have embedded the individual pupil in a learning journey to ensure all their needs and rights and entitlements are identified and recognised and met. This is supported by our UNICEF programme. We also have an award-winning innovative PSHE programme.'
> Special school, GOR West Midlands

> 'We held a Celebrate Culture week which looks at diversity and children's rights. I also led an assembly on the United Nations and then we looked at divisions of the UN and what it means to be part of a global society. We've done work on UNICEF and the fact that third world countries have an entitlement as well as local and national children. As part of our school, we have 21 per cent ethnic minority pupils so we believe that we need to promote every child's entitlement.'
> Primary school, GOR North East

> 'In our school hall, we have the children's rights and responsibilities charter displayed … We're making reference to that … children are aware of their rights and responsibilities.'
> Primary school, GOR Wales

10   Looking ahead: Overcoming barriers and implementing solutions

Summary of findings

- Schools were most likely to say that main barriers to fulfilling the equality duties are a lack of time and a lack of money. Additional barriers include: convincing parents and carers to take the equality duties on board; a lack of guidance; a lack of relevant training; and confusing legislation.

- Secondary schools were more likely to report lack of money as a barrier when compared with schools overall.

- Special schools/PRUs were most likely to cite a lack of continuing professional development (CPD) for school staff as a barrier, and primary schools were more likely than secondary schools to say there is a lack of staff, trained people or specialist support available in schools.

- English schools were more inclined than Welsh schools to say that convincing parents/carers to take the equality duties on board is a barrier. Schools in the most deprived areas of England were also more likely to have difficulties in convincing parents/carers to take the equality duties on board compared with schools overall.

- The majority of schools believed that a lot or a little more training or CPD on the equality duties is needed. Only a fifth of schools (20 per cent) believed established teachers have received enough training, with 24 per cent saying that senior leaders, and 22 per cent new entrants to the profession, have received enough. It is believed that new entrants to the teaching profession are significantly more likely to need a lot more training.

- When asked specifically about their duty-related guidance needs, schools were most likely to agree that they needed better guidance on how to design and deliver training related to the equality duties (55 per cent gave this response). This was followed by schools saying they needed better guidance on how to collect appropriate and relevant evidence (49 per cent) and guidance on the duties generally and what they mean for schools (49 per cent).

This chapter looks at the key issues facing schools in the future and focuses upon the barriers that schools believe they face – in general and relating to training and CPD in particular – and the guidance most needed by schools.

10.1 The main barriers to schools effectively engaging with and embedding the duties

Schools were most likely to say that the main barriers to fulfilling the equality duties are a lack of time (30 per cent) and a lack of money (27 per cent). This is perhaps to be expected, but there are also barriers around convincing parents and carers to take the equality duties on board, a lack of guidance, a lack of relevant training and confusing legislation. All barriers in Figure 10.1 are important to consider when looking at how to make it easier for schools to fulfil the equality duties, and thus more of a likelihood that they will do so.

Figure 10.1 Barriers to fulfilling the equality duties
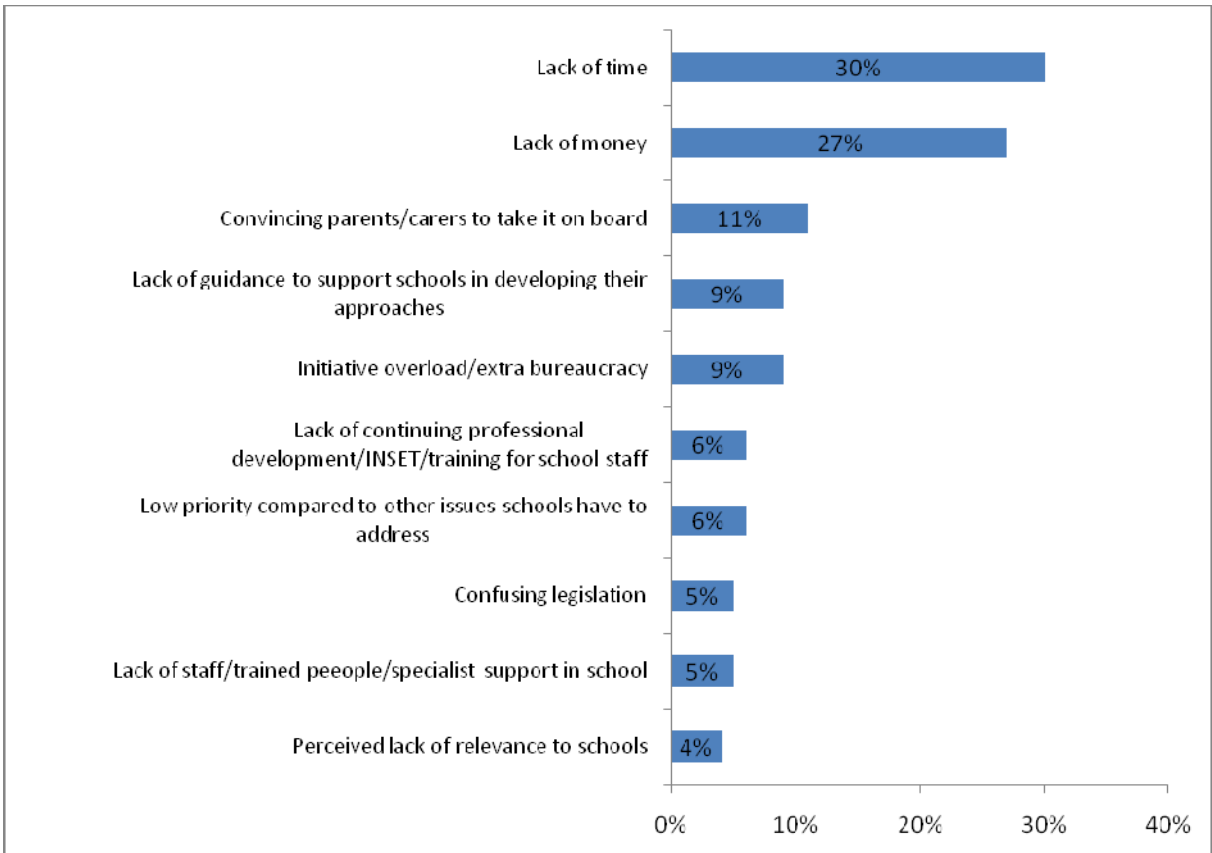
Base: all schools (503).

There are some interesting differences in response between different types of school. These include the following findings:

● **School type:** Secondary schools were more likely to report lack of money as a barrier when compared with schools overall (35 per cent versus 27 per cent); they are also more likely than special schools/PRUs to report that work on the equality duties is a lower priority compared with other issues that the school has to address (10 per cent versus 2 per cent respectively). Special schools/PRUs

were most likely to cite a lack of CPD for school staff as a barrier (13 per cent versus 6 per cent of schools overall) and primary schools were more likely than secondary schools to say there is a lack of staff, trained people or specialist support available in schools (6 per cent versus 1 per cent).

- **School size:** Although there are no significant differences by size in terms of perceiving lack of time as a barrier, large schools were most likely to report lack of money as a barrier (38 per cent versus 27 per cent of schools overall).

- **Country[64]:** English schools were more inclined than Welsh schools to say that convincing parents or carers to take the equality duties on board is a barrier (12 per cent versus 2 per cent).

- **Deprivation (England only) and ethnic diversity (fractionalisation):** Schools in the most deprived areas of England were more likely to have difficulties in convincing parents or carers to take the equality duties on board compared with schools overall (18 per cent versus 11 per cent). Schools in areas with medium levels of deprivation were significantly more likely to report a lack of guidance as a barrier (16 per cent versus 4 per cent with low levels and 6 per cent with high levels) and schools in areas with medium levels of ethnic diversity (fractionalisation) were significantly less likely to report lack of money as a barrier (18 per cent versus 33 per cent with low levels and 29 per cent with high levels).

It is worth noting here that, as well as convincing parents or carers to take the equality duties on board, the research also indicates that some schools remain to be convinced of the duties' relevance to them; in effect, the schools themselves are a barrier. Remarks of the type which follow were not common, and there is no suggestion that the schools concerned do not acknowledge that equality is important. Simplistically, though, some continue to believe it's not an issue for their school:

> 'The children are too young.'
> Primary school, GOR Wales

> 'We haven't needed to do this, as all of the pupils are white British. Next year, we will be having children of other ethnicities coming into the school, so policies will of course be enforced then.'
> Primary school, GOR South West

> 'We haven't much of a gender/sex equality scheme because we are just a girls' school.'
> Secondary school, GOR South West

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[64] Small base size for Wales (90); indicative finding.

It could be inferred from the qualitative research also that some schools considered a lack of money to be a barrier (or rather, a driver to making things actually happen, as mentioned in Chapter 4). For example, an all-boys secondary school in the North West stated that the enthusiasm of school governors, the senior leadership team, staff and pupils coupled with the funding from the school budget and Department for Education's Standards Fund had ensured that their Open Minds initiative has been a success. The qualitative research has also indicated that staff 'buy-in' can be a barrier, particularly early on in an initiative. In the case of the Academy in the North East which tackled low levels of participation in sports by female pupils, the school mentioned that staff resistance early on was a significant barrier that they had to overcome. In this case, staff initially did not respond well to being told practices needed to change, but as the improvement in girls' behaviour and participation became clear and staff received more support, this barrier has gradually been overcome.

10.2 Is more training required to help school deliver on the equality duties?

The vast majority of schools believed that a lot or a little more training or CPD on the equality duties is needed (see Figures 10.2, 10.3 and 10.4). Only a fifth of schools (20 per cent) believed established teachers have received enough training, with 24 per cent saying that senior leaders, and 22 per cent saying that new entrants to the profession have received enough. Not surprisingly, schools believed that new entrants to the teaching profession are significantly more likely to need a lot more training (40 per cent versus 16 per cent of senior leaders and 20 per cent of established teachers).

Figure 10.2 Training/continuing professional development (CPD) received to deliver the equality duties (senior leaders)
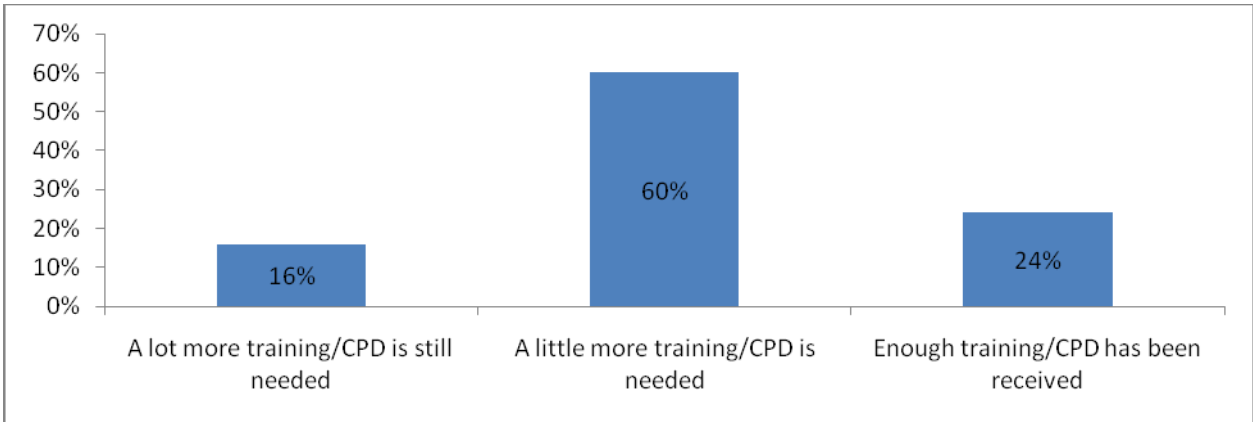
Base: all schools asked this question (267).

Figure 10.3 Training/continuing professional development (CPD) received to deliver the equality duties (established teachers)
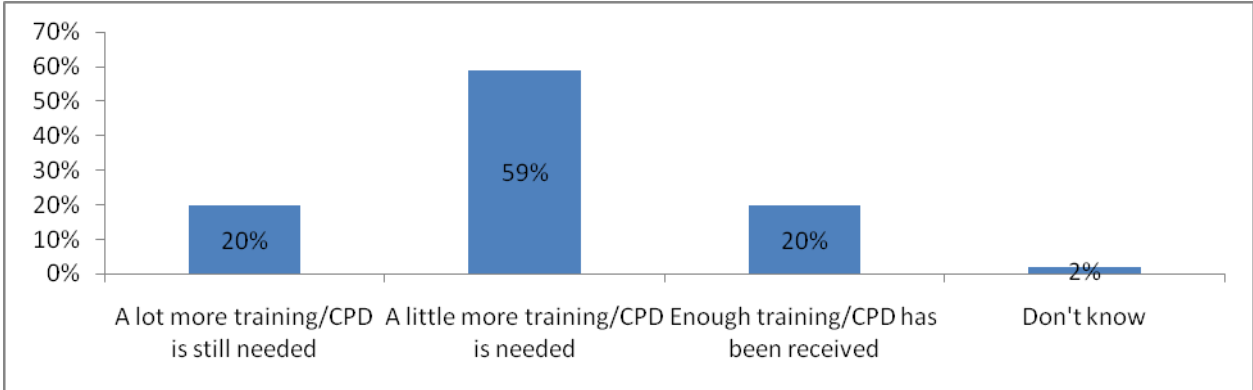
Base: all schools asked this question (267).

Figure 10.4 Training/continuing professional development (CPD) received to deliver the equality duties (new entrants to teaching profession)
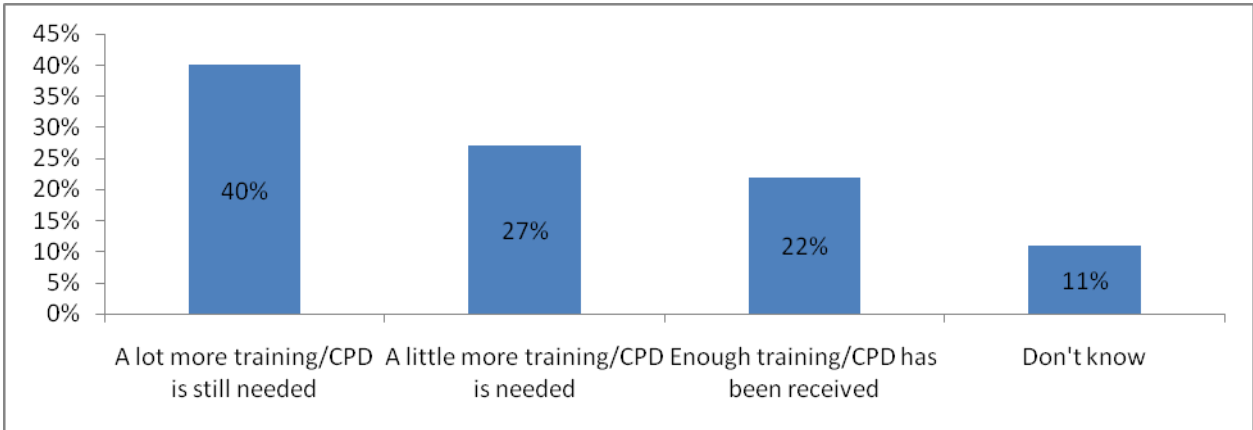
Base: all schools asked this question (267).

Low sub-group base sizes mean that differences in response observed for this question are indicative only. These include the following:

- **Country:** Schools in Wales were more likely than those in England to say senior leaders need a little or a lot more training on delivering the equality duties (87 per cent versus 75 per cent); this is also the case for established teachers (89 per cent in Wales versus 78 per cent in England)[65].

- **Deprivation (England only):** Schools in the least deprived areas of England were less likely to say that established teachers need a little or a lot more training (65 per cent versus 87 per cent in areas of medium deprivation and 84 per cent in areas of high deprivation).

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[65] Small base size for Wales (53); indicative finding.

- **Ethnic diversity (fractionalisation):** Schools in areas with high ethnic diversity (fractionalisation) were most likely to say that established teachers need a lot or a little training on delivering the equality duties (85 per cent versus 71 per cent in areas with low ethnic diversity).

A further interesting finding is that schools with a policy or scheme *and* action plan for all three duties were no less likely than those without to say that senior leaders, established teachers and new entrants to the teaching profession need a lot or a little more training on delivering the equality duties.

10.3 What guidance is required to help schools to deliver on the equality duties?

When asked specifically about their duty-related guidance needs (see Figures 10.5-10.10) schools were most likely to agree that that they need better guidance on how to design and deliver training related to the equality duties (55 per cent of schools gave this response), followed by how to collect appropriate and relevant evidence (49 per cent), and guidance on the duties generally and what they mean for schools (49 per cent). Schools were relatively confident when it comes to setting targets and monitoring progress towards improved outcomes *and* identifying priorities for action (52 per cent disagree that they need better guidance in both cases), but two in five schools (39 per cent in both cases) still agreed that better guidance is needed. Overall, it is clear that many schools are calling for more guidance to support them in fulfilling the equality duties.

Figure 10.5 Need for guidance on how to design and deliver training related to the equality duties

Base: all schools (503).

116
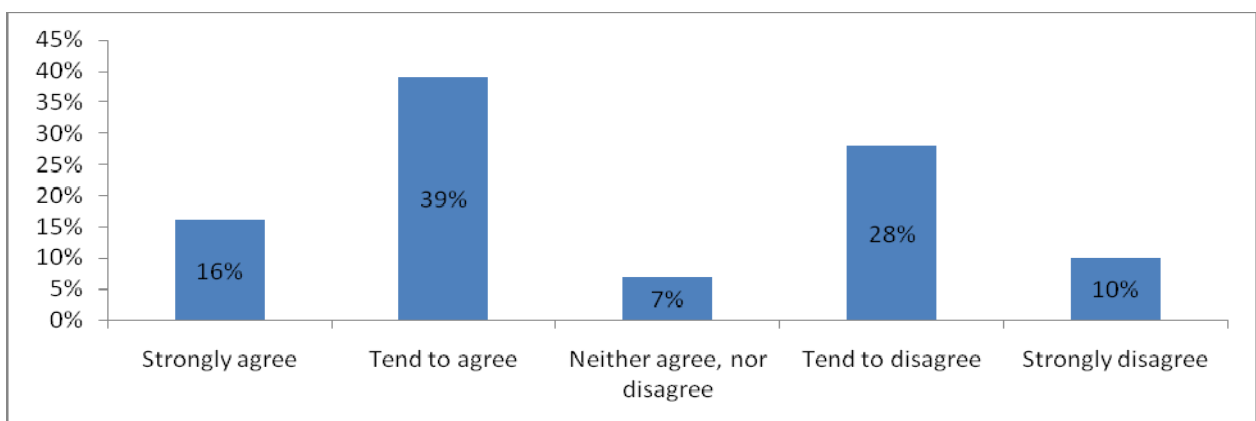
Figure 10.6 Need for guidance on how to collect appropriate and relevant evidence
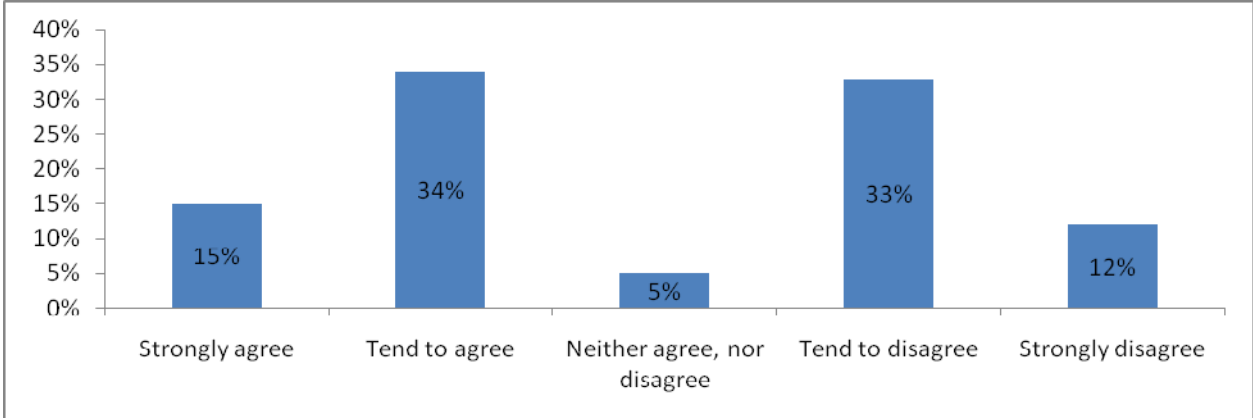
Base: all schools (503).

Figure 10.7 Need for guidance on the duties generally, and what they mean for schools
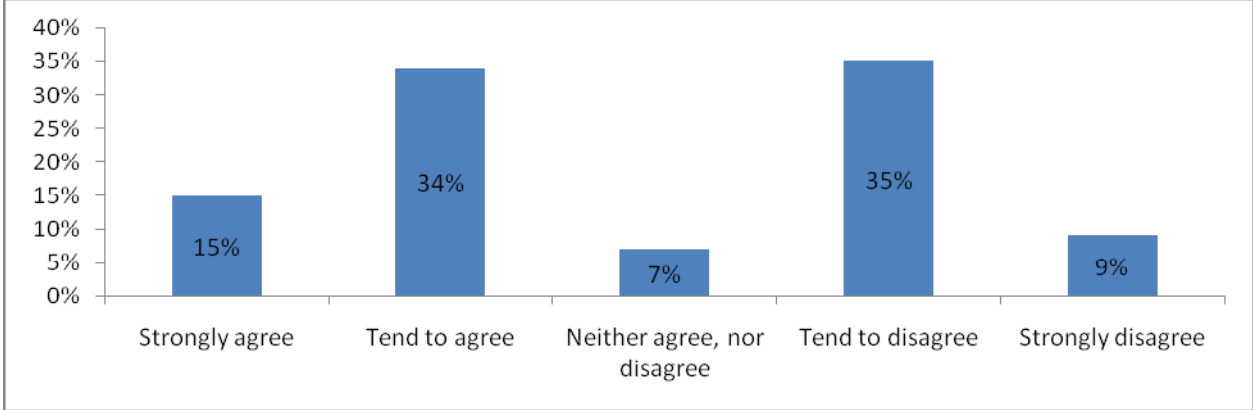
Base: all schools (503).

Figure 10.8 Need for guidance on how to involve and engage stakeholders

Base: all schools (503).

117
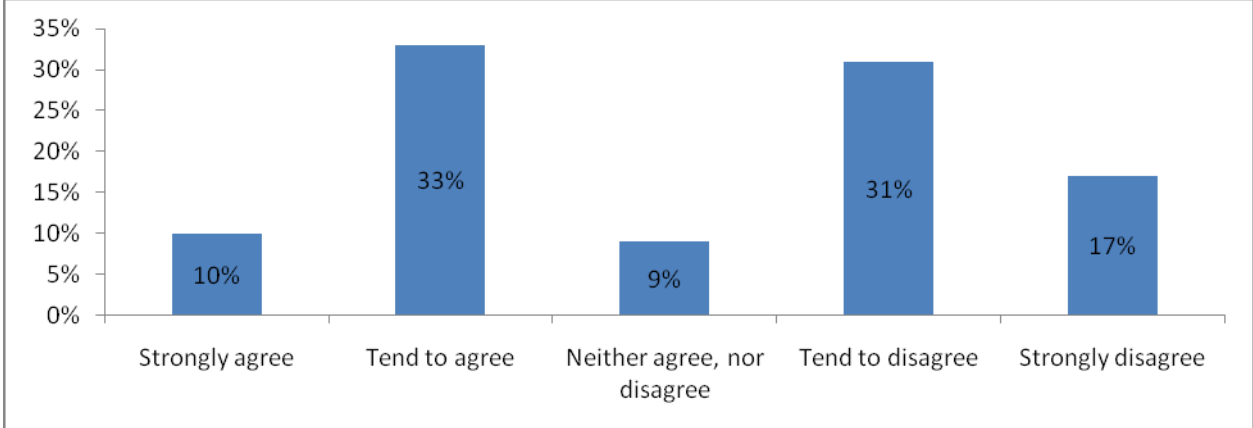
Figure 10.9 Need for guidance on setting targets and monitoring progress towards improved outcomes
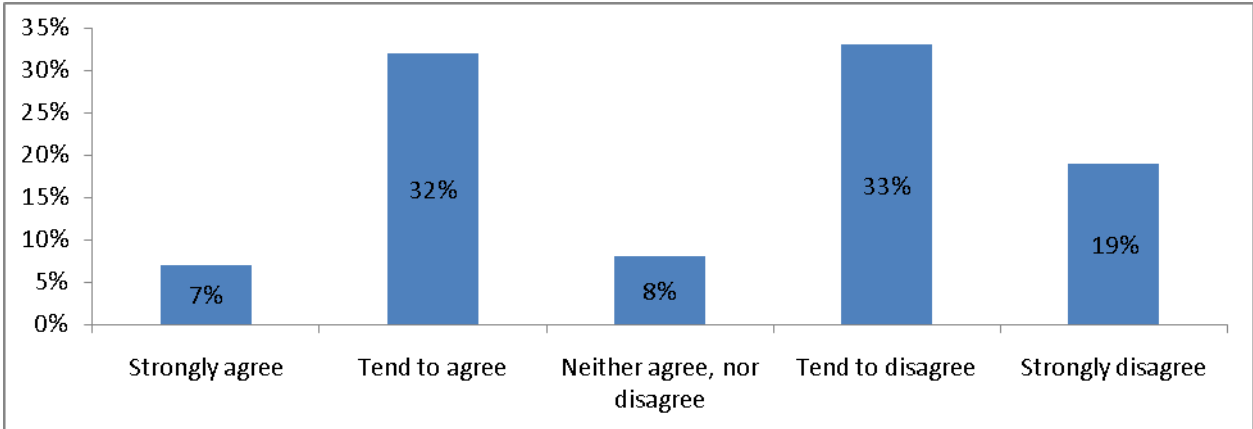
Base: all schools (503).

Figure 10.10 Need for guidance on identifying priorities for action
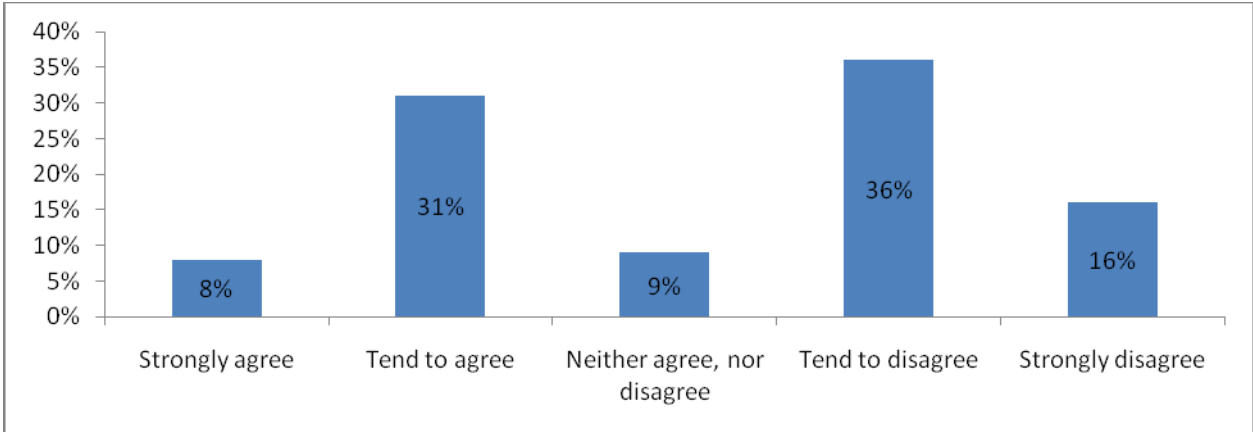
Base: all schools (503).

There are relatively few significant differences in the findings, but a few do emerge:

● **Setting targets and monitoring progress towards improved outcomes:** Welsh schools[66] were more likely to agree that they need better guidance here than English schools (60 per cent versus 37 per cent). This is particularly evident among Welsh primary schools[67] (62 per cent versus 39 per cent of all schools).

● **How to collect appropriate and relevant evidence:** Primary schools were more inclined than secondary schools to say they need better guidance on collecting evidence (52 per cent versus 42 per cent); related to this finding, small and medium schools are most likely to agree they need better guidance here (51 per cent versus 39 per cent of large schools). By country, Welsh schools[68]

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[66] Small base size (90); indicative finding.
[67] Small base size (55); indicative finding.
[68] Small base size (90); indicative finding.

were more likely to say they need better guidance on collecting evidence (67 per cent versus 48 per cent of English schools); this is particularly evident among Welsh primary schools (67 per cent versus 49 per cent of all schools).

● **How to design and deliver training:** Faith schools were more likely than non-faith schools to feel they need better guidance on designing and delivering training in relation to the equality duties (68 per cent versus 51 per cent)[69].

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[69] Small base size for faith schools (69); indicative finding.

11 Conclusions and implications

The majority of schools are engaged with the importance of the equality agenda and there are clear signs that the duties are having some impact on their actions and pupil outcomes. However, there does appear to be a gap for many schools in the link made between the duties and what is being done to address inequalities; that is, not all schools are following an approach in line with the duties. For example, while the vast majority of schools (97 per cent) had a combination of separate and/or integrated schemes that cover the three equality duties, the proportions were much smaller with regard to action plans (where the priorities and real planning stem from): only half of schools had one for race equality (52 per cent) and just two in five (40 per cent) had one for gender equality.

When comparing schools' duty-based action on the three equality duties (gender, disability and race), it is evident that schools are most engaged with that for disability. This can be seen, for example, in the fact that 79 per cent of schools had an equality policy or scheme *and* action plan for disability equality compared with 52 per cent for race and 40 per cent for gender. It is difficult to gauge, however, the extent to which other duties and policies have influenced work on the equality duties here; for example, the Disability Discrimination Act has required that schools pay due attention to disability equality for some time, and the Special Educational Needs and Disability Act established legal rights for disabled students in pre- and post-16 education. The duty of care, the duty to promote community cohesion, the duty to report and the Race Relations (Amendment) Act are other examples which may have influenced schools' equality duty-related work, and could account for greater attention being paid to race and disability than to gender.

The evidence suggests that schools are falling somewhere along a scale of adherence to and adoption of the duties and consequently there is some considerable variation in schools' capacity to link pupil outcomes to the equalities framework. This means there is notable variation in the types of equality duty-related action taken by schools, the extent to which they were adhering to the specific duties and the ways in which schools think about differences in pupil outcomes and the type and scale of the actions they take to address these differences.

There is some evidence that schools see the benefits of the duties in terms of improved pupil outcomes (which vary by equality duty). This can be supported by the fact that schools with an equality policy or scheme *and* action plan for gender, disability *and* race equality were most able to provide examples of promising practice that has had a positive impact on pupil outcomes across the three equality areas. Hence, schools that have implemented the foundation duty-based processes

appeared most likely to be tackling inequalities. In the qualitative research, schools that followed the specific duties (within the general equality duties) – such as consulting and involving stakeholders, reviewing information and evidence, and monitoring targets – were also particularly able to explain positive pupil outcomes.

> '[The formal process informed by the equality duties] has led to a plan, a plan that we can go back to and look at and say, "right, what can we do better next time?" It's given us a structure to build on.'
> Primary school, GOR South East

> 'What [the duties do] is bring a sense of structure and [say] "Look – we know that you all think that all pupils should have equal access, but have you thought about equality in these terms?" And it's a set framework by which we were able to then look at: "Have we provided appropriate access for our disabled students?"'
> Secondary school, GOR South East

In terms of the broader areas of equality that schools were asked about (religion or belief, human rights, sexual orientation, gender reassignment, and pregnancy and maternity), there is some evidence that equality-related action is happening here, too. However, there are some stark variances. For example, 93 per cent of schools covered religion or belief in their equality policies or schemes compared with just 26 per cent that covered pregnancy and maternity. Such differences may relate to perceived relevance for schools; for example, primary schools may have been less likely to pay due attention to equality around pregnancy and maternity (it can be assumed that this is linked to age). Awareness of the new Public Sector Equality Duty, that incorporates most of these strands, was rather low (62 per cent of schools asked were unaware) and this something that will need to be addressed going forward.

Looking further at duty-based approaches, it is clear that consultation and involvement of stakeholders is something that could be improved upon within schools – and this is key if schools are to pursue priorities that are most suitable for the pupils they are designed to help. Just 65 per cent of schools said that they consult governors in their work to fulfil the equality duties when governors have the ultimate responsibility for ensuring that schools meet the duties; additionally, less than half (42 per cent) said they consult pupils – the intended beneficiaries of equality-related action. Additionally, just two-thirds (67 per cent) said they have involved disabled people (or their representatives) in the development of their disability equality scheme when this is a requirement for all schools. Perhaps clearer (or more accessible) guidance and support would encourage schools to pursue this

more readily. This is likely to be welcomed as schools say they need and want more training on the equality duties.

Looking forward, it is important that the main barriers to adhering to the duties are considered (the most commonly mentioned being a lack of time and money); the duties also need to be made more clear to schools, as simple as possible to understand and follow, and relevant training needs to be more readily available. The introduction of the new Public Sector Equality Duty should be a step in the right direction for those that are struggling to cope with the multiple legal obligations they face. The vast majority of schools are enthusiastic about promoting equal opportunities for their pupils. Going forward it may be worth conducting further research to understand more about why schools do what they do – and perhaps do not follow duty-based approaches as much as they should and would benefit from.

So, while many schools have good intentions and believe (often rightly) that they are taking effective action on inequalities, their positive intentions do not always follow duty-related approaches which could benefit schools even further.

Overall, the study indicates that:

- There is evidence of widespread goodwill and support for equality, and some considerable progress in implementing the duties, which have had a positive impact on pupil outcomes. This can be harnessed, improved and shared.
- There will need to be a greater emphasis upon action-planning, using evidence. Schools have good intentions and policies or schemes, though would benefit from translating these into more actions that can be measured.
- It will be important to continue to tackle entrenched inequalities like gender segregation in subjects and choices, gaps in attainment between groups and high rates of exclusion and bullying, and make measurable progress.
- Schools can take greater steps to embed equality duties in their development plans and performance targets. This commitment makes a difference.
- Schools would like better guidance on how to design and deliver training related to the equality duties; how to collect appropriate and relevant evidence; and guidance on the duties generally, and what they mean for schools.
- Limited progress has been made on newer equality issues like sexual orientation, gender reassignment and maternity and pregnancy, signalling a steep learning curve to come with the introduction of the Public Sector Equality Duty.

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Appendix 1: Weighting

A weight is a multiplying factor applied to some or all the respondents in a survey. The weight applied to any one respondent may be less than or greater than one (but can't be less than zero) and a whole range of weights may co-exist among the respondents in a survey. The effect is, therefore, to change the relative importance of the respondents in determining the final tables – no longer 'one man, one vote'. The essential reason for doing this is to achieve a sample 'profile' that is closer to that of the actual population.

Within the survey design, quotas were set to ensure a sufficient representation of schools. As not all quotas were set proportional to the overall profile of maintained schools in England and Wales, data is weighted to correct for any intentional over- or under-representation of particular groups. This means the sample profile is representative of maintained primary, secondary and special schools and PRUs in England and Wales.

Data have been weighted to be representative of school type and Government Office Region.

Appendix 2:   Sampling tolerances

When interpreting the findings, it is important to remember that the results are based on a sample of schools across the maintained primary, secondary, special and PRU school sectors in England and Wales, and not the entire population. Because a sample, rather than the entire population, was interviewed the percentage results are subject to sampling tolerances – which vary with the size of the sample and the percentage figure concerned. For example, for a question where 50 per cent of the respondents in a (weighted) sample of 2,000 respond with a particular answer, the chances are 95 in 100 that this result would not vary more than 2.2 percentage points, plus or minus, from the result that would have been obtained from a census of the entire population (using the same procedures).

An indication of approximate sampling tolerances for the Equality Duties and Schools study is given in the table below.

Sample size	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	±	±	±
503	3	4	4
800	2	3	3
1,000	2	3	3

Source: Ipsos MORI

Strictly speaking the tolerances shown here apply only to random samples; in practice good-quality quota sampling has been found to be as accurate.

Tolerances are also involved in the comparison of results between different parts of the sample, and between two different samples. A difference must be of at least a certain size to be statistically significant (that is, a real, not just apparent, difference). The following table is a guide to the sampling tolerances applicable to comparisons between sub-groups.

**Differences required for significance
at or near these percentages**

	10% or 90%	30% or 70%	50%
	±	±	±
Size of sample on which survey result is based			
250 and 250	4	7	7
200 and 200	6	9	10
150 and 150	7	11	11
100 and 100	8	13	14
		Source: Ipsos MORI	

Caution should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 30 respondents or fewer. In this report that follows, percentages which derive from base sizes of 30-99 respondents should be regarded as indicative.

Appendix 3: Questionnaire

J10-008279 Equality duties and schools
FINAL

INTRODUCTION

Good morning/afternoon, I'm calling from Ipsos MORI, the independent research organisation.

We're conducting research for the Equalities and Human Rights Commission (EHRC) about schools' work in fulfilling the public sector equality duties.

The survey will take around 15 minutes to complete.

QA. **We'd like to speak to the person with the best overview or knowledge of your school's work in relation to the public sector equality duties. Is this you?** SINGLE CODE ONLY.

Yes   GO TO QS1
No   GO TO QB
Don't know   GO TO QC

IF NO AT QA
QB. **Please can you give me the name and contact details of the best person to speak to?**
RECORD NAME AND CONTACT DETAILS.
ASK TO BE PUT THROUGH TO NEW CONTACT, AND ONCE THEY ARE ON THE PHONE, REPEAT INTRODUCTION AND ASK QS1.

IF DK AT QA
QC. **Is there a member of the senior leadership team, or another member of staff, with responsibility for inclusion, personalisation or equal opportunities? If so, please can you give me the name and contact details of this person? Otherwise, please may I have the name and contact details for a member of the senior leadership team?**
RECORD NAME AND CONTACT DETAILS.
ASK TO BE PUT THROUGH TO NEW CONTACT, AND ONCE THEY ARE ON THE PHONE, REPEAT INTRODUCTION AND ASK QS1.

S1. **Are you able to take part in a telephone interview? It will last around 15 minutes**.

Yes CONTINUE OR ARRANGE TIME/DATE TO CONDUCT INTERVIEW
No, research is not relevant to this school   } THANK
No, don't have time/busy time of year for schools   } AND
No, it is school policy not to take part in research of this kind   } GO TO
No (OTHER)   } CLOSE

INTERVIEWER READ OUT VERBATIM FOR ALL AGREEING TO INTERVIEW:
I would like to assure you that all the information we collect will be kept in the strictest confidence, and used for research purposes only. It will not be possible to identify any particular individual or school in the results.

EQUALITY DUTIES (GENERAL)

In giving your responses to the following questions, could we ask you to think about the public sector equality duties ONLY AS THEY RELATE TO PUPILS IN YOUR SCHOOL, and not the teaching or support staff.

ASK ALL
Q1.   **Currently, does your school have a written single equality policy or scheme incorporating gender/sex, disability AND race/ethnicity?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ASK ALL CODE 2 OR 3 AT Q1. OTHERS GO TO Q2
Q1a   **Which of the following, if any, does your school have?** READ OUT A-F.
        MULTICODE OK FOR FOLLOWING COMBINATIONS OF CODES ONLY: 1+2+9;
        1+3+9; 2+3+9; 1+2+3+9; 1+4+9; 2+5+9; 3+6+9. SINGLE CODE ONLY CODES 7 or 8

A	A separate written gender/sex equality policy or scheme	1
B	A separate written disability equality policy or scheme	2
C	A separate written race/ethnicity equality policy or scheme	3
D	A written single equality policy or scheme incorporating disability and race/ethnicity	4
E	A written single equality policy or scheme incorporating gender and race/ethnicity	5
F	A written single equality policy or scheme incorporating gender and disability	6
	None of these	7
	Don't know	8
	Other (WRITE IN)	9

ASK ALL
Q2.   **Are any of the following covered in your equality policy or scheme?** READ OUT B-F. ROTATE. MULTICODE OK CODES 2-7; SINGLE CODE ONLY CODES 8 OR 9

B	Gender reassignment	2
C	Pregnancy and maternity	3
D	Religion or belief	4
E	Sexual orientation (whether individuals are lesbian, gay or bisexual)	5
F	Human rights	6
	Other (WRITE IN)	7
	No – none	8
	Don't know	9

ASK ANY CODES 2-6 AT Q2. OTHERS GO TO Q4
Q3.   **Have you set any specific targets to improve equality related to … ?** READ OUT.
        ROTATE. SINGLE CODE ONLY PER STATEMENT

		Yes	No	Don't know
ASK ALL CODE 2 AT Q2 **B**	Gender reassignment	1	2	3
ASK ALL CODE 3 AT Q2 **C**	Pregnancy and maternity	1	2	3
ASK ALL CODE 4 AT Q2 **D**	Religion or belief	1	2	3
ASK ALL CODE 5 AT Q2 **E**	Sexual orientation (whether individuals are lesbian, gay or bisexual)	1	2	3
ASK ALL CODE 6 AT Q2 **F**	Human rights	1	2	3

ASK THOSE WHO CODE ANY CODE 1 AT Q3B-F. OTHERS GO TO Q4
Q3a.   **Can you describe one thing your school has done in relation to this/these equality
        issue(s) which has contributed towards measurable, positive outcomes for pupils?
        We're particularly interested in examples of promising practice arising from work
        around action or development/improvement planning targets, or actions arising
        from an Equality Impact Assessment.**
        INTERVIEWER, REMIND IF NECESSARY THAT ACTIONS IDENTIFIED SHOULD
        RESULT FROM THE SCHOOL'S WORK ON GENDER REASSIGNMENT,
        PREGNANCY AND MATERNITY, RELIGION OR BELIEF, SEXUAL ORIENTATION
        AND/OR HUMAN RIGHTS ONLY.
        INTERVIEWER RECORD RESPONSE VERBATIM AND IN FULL. DO NOT PROMPT.

        _____

        _____

        _____

Not able to provide an example of promising practice	2
Don't know/can't remember	3

Q4.   **Does your school have an action plan (or action plans) with set targets specifically
        around meeting the equality duty for … ?** READ OUT A-C. ROTATE. SINGLE CODE
        ONLY PER STATEMENT

		Yes	No	Not applicable	Don't know
A	Gender/sex	1	2	3	4
B	Disability	1	2	3	4
C	Race/ethnicity	1	2	3	4

Q5.   **In relation to fulfilling the equality duties, is gender/sex, disability and/or race
        equality an explicit feature of … ?** READ OUT A-B. REVERSE FOR 50% OF SAMPLE.
        SINGLE CODE ONLY PER STATEMENT

		Yes	No	Not applicable	Don't know
A	Your school's improvement/development plan	1	2	3	4
B	Your school's self-evaluation form	1	2	3	4

Q6.   **Thinking about your school's work to fulfil the gender/sex, disability and/or race equality duties, who, if anyone, has been consulted in developing the related policies/schemes, action plans, targets and/or improvement/development plans for your school?** DO NOT PROMPT. MULTICODE OK CODES 1-11 AND 13; SINGLE CODE ONLY CODES 12 or 14

Teaching staff	1
Support staff	2
Governors	3
Pupils	4
Parents/carers	5
Local partners (e.g. cluster schools)	6
Local authority	7
Members of the local community	8
Charities/voluntary organisations	9
Trade unions	10
Training providers/consultants	11
Not applicable – we have not developed policies/schemes etc.	12
Other (WRITE IN)	13
Don't know	14

Q7. **Published guidance identifies a number of general activities that schools can undertake in working to meet their responsibilities under the equality legislation. By 'general activities', we mean anything which schools commonly do to ensure they're working in line with the requirements of ANY legislation, regulation or guidance.**

Thinking about the <TEXT SUB SCHOOLS IN ENGLAND ONLY: {**gender/sex**}>, **disability and/or race equality duties, which general activities, if any, has your school undertaken?** DO NOT PROMPT BUT PROBE FULLY: **And anything else?** MULTICODE OK CODES 1-16 AND 18; SINGLE CODE ONLY CODES 17 or 19

Gender/disability/race equality Policy/Scheme – developed from new	1
Gender/disability/race equality Policy/Scheme – reviewed and updated existing version	2
Gender/disability/race equality Action Plan(s) – developed from new	3
Gender/disability/race equality Action Plan – reviewed and updated existing version(s)	4
Set equalities-related targets and measured impact/outcomes	5
Undertook Equality Impact Assessment(s)/EIA(s)	6
Acted on the outcomes from EIA(s)	7
Reviewed/updated other school policies to incorporate equalities dimension	8
Reviewed/updated schemes of work/school curriculum to incorporate equalities dimension	9
Published an annual report on progress towards meeting equality duty targets	10
Consultation with stakeholders	11
Improved access to mentors	12
Improved access to support groups	13
Improved learning support	14
Improved provision of careers information, advice and guidance	15
Improved work experience placements	16
We have not undertaken any general activities	17
Other (WRITE IN)	18
Don't know	19

GENDER/SEX

Please can I remind you to think about the equality duties ONLY AS THEY RELATE TO PUPILS IN YOUR SCHOOL, and not the teaching or support staff.

ASK ALL

Q8. **Thinking specifically about the GENDER/SEX equality duty …**

Can you describe something your school has done to meet this duty which has contributed towards measurable, positive outcomes for pupils? We're particularly interested in examples of promising practice arising from work around action or development/improvement planning targets, or actions arising from an Equality Impact Assessment.
INTERVIEWER, REMIND IF NECESSARY THAT ACTIONS IDENTIFIED SHOULD BE A RESULT OF THE SCHOOL'S WORK ON THE GENDER E.D.
INTERVIEWER RECORD RESPONSE VERBATIM AND IN FULL. DO NOT PROMPT.

School has not engaged in any activities	2
Don't know/can't remember	3

ASK SINGLE SEX GIRLS' SCHOOLS AND MIXED SEX SCHOOLS ONLY

Q9. **Thinking about the** <TEXT SUB FOR MIXED SEX SCHOOLS: {**female**}> **pupils at your school, in which ways, if any, has your school's work to fulfil its gender/sex equality responsibilities had a positive impact upon their outcomes?** DO NOT PROMPT BUT PROBE FULLY: **And anything else?** MULTICODE OK CODES 1-23 AND 25; SINGLE CODE ONLY CODES 24 or 26

ASK SINGLE SEX BOYS' SCHOOLS AND MIXED SEX SCHOOLS ONLY

Q10. **Thinking about the** <TEXT SUB FOR MIXED SEX SCHOOLS: {**male**}> **pupils at your school, in which ways, if any, has your school's work to fulfil its gender/sex equality responsibilities had a positive impact upon their outcomes?** DO NOT PROMPT BUT PROBE FULLY: **And anything else?** MULTICODE OK CODES 1-23 AND 25; SINGLE CODE ONLY CODES 24 or 26

	Q9	Q10
Better experiences of transition (e.g. from primary to secondary school)	1	1
Better engagement/higher aspirations	2	2
Better attainment by key stage	3	3
Better attainment by subject	4	4
Narrower gap in performance	5	5
Increased participation in education, training or employment post-16 and/or post-18/ fewer school leavers who become NEET	6	6
Higher uptake of non-traditional/non-stereotypical work experience placements	7	7
Higher uptake of non-traditional/non-stereotypical subjects/courses at Key Stage 4	8	8
Higher uptake of non-traditional/non-stereotypical education, training or employment post-16 and/or post-18	9	9
New lessons/activities addressing violence against women; gender stereotyping in work/ careers; equality in relationships; citizenship etc.	10	10
Reduced incidence of bullying/harassment	11	11
Reduced incidence of disruptive behaviour	12	12
Reduced incidence of sexist behaviour	13	13
Reduced use of sexist language/comments	14	14
Reduced rate of exclusions	15	15
Reduced rate of truancy/unauthorised absence	16	16
Improved representation/participation in decision-making (e.g. via school council)	17	17
Increased rates of participation in sports	18	18
Increased rates of participation in extra-curricular activities	19	19
Increased rates of participation in after-school clubs	20	20
Increased reported sense of well-being/ feeling healthy/ feeling happy/ good self-esteem	21	21
Increased reported sense of being valued/ being respected/ being included	22	22
Increased reported sense of feeling safe	23	23
We would not attribute any improvement in outcomes to the duty	24	24
Other (WRITE IN)	25	25
Don't know	26	26

ASK SINGLE SEX GIRLS' SCHOOLS WHO ARE CODE 24 AT Q9, SINGLE SEX BOYS'
SCHOOLS WHO ARE CODE 24 AT Q10 AND MIXED SEX SCHOOLS WHO ARE CODE 24
AT BOTH Q9 AND Q10. OTHERS GO TO Q12

Q11.   **Why do you say this?** INTERVIEWER RECORD RESPONSE VERBATIM AND IN FULL.
        DO NOT PROMPT. SINGLE CODE ONLY FOR DK/CAN'T REMEMBER

Too soon to tell yet	2
Can't separate its impact from other measures to improve pupil outcomes	3
No evidence of improved outcomes	4
Don't know/can't remember	5

DISABILITY

ASK ALL

Q12.   **Now thinking specifically about the Disability Equality Duty …**

        **Can you describe something your school has done to meet this equality duty which
        has contributed towards measurable, positive outcomes for pupils? We're particularly
        interested in examples of promising practice arising from work around action or
        development/improvement planning targets, or actions arising from an Equality
        Impact Assessment.**
        INTERVIEWER, REMIND IF NECESSARY THAT ACTIONS IDENTIFIED SHOULD BE A
        RESULT OF THE SCHOOL'S WORK ON THE DISABILITY E.D.
        INTERVIEWER RECORD RESPONSE VERBATIM AND IN FULL. DO NOT PROMPT.

School has not engaged in any activities	2
Don't know/can't remember	3

ASK IF CODE 1 AT Q1 <u>OR</u> CODE 2, 4 OR 6 AT Q1a, OTHERS GO TO Q14

Q13. **You mentioned earlier that your school has a disability equality scheme. May I just check, were disabled people consulted or involved in the development of your disability equality scheme? If yes, who?** DO NOT PROMPT. MULTICODE OK CODES 1-8; SINGLE CODE ONLY CODES 9 AND 10

YES:	
Disabled pupils or ex-pupils	1
Parents/carers of disabled pupils	2
Disabled staff working at the school	3
Disabled pupils' support staff	4
Disabled users of school facilities from the local community	5
Disability charities/representative organisations (e.g. RNIB, Scope etc.)	6
Non-disabled pupils/parents and carers/staff etc.	7
Other (WRITE IN)	8
NO: disabled people (or their representatives) were not involved in the development of our scheme	9
Don't know	10

Q14. **Thinking about the disabled pupils at your school, in which ways, if any, has your school's work to fulfil its disability equality responsibilities had a positive impact upon their outcomes?** DO NOT PROMPT BUT PROBE FULLY: **And anything else?** MULTICODE OK CODES 1-24 AND 27; SINGLE CODE ONLY CODES 25 or 26 or 28

Better experiences of transition (e.g. from primary to secondary school)	1
Better engagement/higher aspirations	2
Better attainment by key stage	3
Better attainment by subject	4
Narrower gap in performance	5
Increased participation in education, training or employment post-16 and/or post-18/ fewer school leavers who become NEET	6
Higher uptake of non-traditional/non-stereotypical work experience placements	7
Higher uptake of non-traditional/non-stereotypical subjects/courses at Key Stage 4	8
Higher uptake of non-traditional/non-stereotypical education, training or employment post-16 and/or post-18	9
New lessons/activities addressing harassment of/violence against disabled people; stereotyping in work/careers; equality in relationships; citizenship etc.	10
Reduced incidence of bullying/harassment	11
Reduced incidence of disruptive behaviour	12
Reduced incidence of disablist behaviour	13
Reduced use of disablist language/comments	14
Reduced rate of exclusions	15
Reduced rate of truancy/unauthorised absence	16
Improved representation/participation in decision-making (e.g. via school council)	17
Increased rates of participation in sports	18
Increased rates of participation in extra-curricular activities	19
Increased rates of participation in after-school clubs	20
Increased reported sense of well-being/ feeling healthy/ feeling happy/ good self-esteem	21
Increased reported sense of being valued/ being respected/ being included	22
Increased reported sense of feeling safe	23
Increased reported sense of accessibility to school facilities/resources	24
We would not attribute any improvement in outcomes to the duty	25
Not applicable – we do not have any disabled pupils	26
Other (WRITE IN)	27
Don't know	28

Q15.   **Why do you say this?** INTERVIEWER RECORD RESPONSE VERBATIM AND IN FULL. DO NOT PROMPT. SINGLE CODE ONLY FOR DK/CAN'T REMEMBER

Too soon to tell yet	2
Can't separate its impact from other measures to improve pupil outcomes	3
No evidence of improved outcomes	4
Don't know/can't remember	5

Race

Please can I remind you to think about the equality duties ONLY AS THEY RELATE TO PUPILS IN YOUR SCHOOL, and not the teaching or support staff.

ASK ALL

Q16.   **And thinking specifically about the Race Equality Duty …**

Can you describe something your school has done to meet this equality duty which has contributed towards measurable, positive outcomes for pupils? We're particularly interested in examples of promising practice arising from work around action or development/improvement planning targets, or actions arising from an Equality Impact Assessment.
INTERVIEWER, REMIND IF NECESSARY THAT THE ACTIONS IDENTIFIED SHOULD BE AS A RESULT OF THE SCHOOL'S WORK ON THE RACE E.D.
INTERVIEWER RECORD RESPONSE VERBATIM AND IN FULL. DO NOT PROMPT.

School has not engaged in any activities	2
Don't know/can't remember	3

Q17. **Thinking about the ethnic minority pupils at your school, has your school's work to fulfil its race equality responsibilities had a positive impact upon their outcomes in any ways?** DO NOT PROMPT BUT PROBE FULLY: **And anything else?**
MULTICODE OK CODES 1-23 AND 26; SINGLE CODE ONLY CODES 24 or 25 or 27

Better experiences of transition (e.g. from primary to secondary school)	1
Better engagement/higher aspirations	2
Better attainment by key stage	3
Better attainment by subject	4
Narrower gap in performance	5
Increased participation in education, training or employment post-16 and/or post-18/ fewer school leavers who become NEET	6
Higher uptake of non-traditional/non-stereotypical work experience placements	7
Higher uptake of non-traditional/non-stereotypical subjects/courses at Key Stage 4	8
Higher uptake of non-traditional/non-stereotypical education, training or employment post-16 and/or post-18	9
New lessons/activities addressing racist harassment/violence; stereotyping in work/careers; equality in relationships; citizenship etc.	10
Reduced incidence of bullying/harassment	11
Reduced incidence of disruptive behaviour	12
Reduced incidence of racist behaviour	13
Reduced use of racist language/comments	14
Reduced rate of exclusions	15
Reduced rate of truancy/unauthorised absence	16
Improved representation/participation in decision-making (e.g. via school council)	17
Increased rates of participation in sports	18
Increased rates of participation in extra-curricular activities	19
Increased rates of participation in after-school clubs	20
Increased reported sense of well-being/ feeling healthy/ feeling happy/ good self-esteem	21
Increased reported sense of being valued/ being respected/ being included	22
Increased reported sense of feeling safe	23
We would not attribute any improvement in outcomes to the duty	24
Not applicable – we do not have any ethnic minority pupils	25
Other (WRITE IN)	26
Don't know	27

Q18.   **Why do you say this?** INTERVIEWER RECORD RESPONSE VERBATIM AND IN FULL.
       DO NOT PROMPT. SINGLE CODE ONLY FOR DK/CAN'T REMEMBER

Too soon to tell yet	2
Can't separate its impact from other measures to improve pupil outcomes	3
No evidence of improved outcomes	4
Don't know/can't remember	5

INFORMATION, GUIDANCE AND SUPPORT

ASK ALL
Q19.   **How effectively, if at all, would you say your school is using information and
       evidence (e.g. data) to … ?** READ OUT A)-B). REVERSE ITEM ORDER FOR 50% OF
       SAMPLE. REVERSE RESPONSE ORDER FOR 50% OF SAMPLE. SINGLE CODE
       ONLY PER STATEMENT

		Very effectively	Fairly effectively	Not very effectively	Not at all effectively	Don't know	We don't use information or evidence to do this
A	Identify priorities for action for each of the equality duties	1	2	3	4	5	6
B	Monitor progress towards improving equality-related outcomes	1	2	3	4	5	6

ASK ALL CODE 3, 4 OR 6 AT Q19
Q20.   **What, if anything, is preventing your school from using information and evidence
       (e.g. data) effectively to identify priorities for action and/or monitor progress
       towards improving equality-related outcomes?** DO NOT PROMPT. MULTICODE OK
       CODES 1-11 AND 13. SINGLE CODE ONLY CODE 12

Don't have access to enough information/ evidence	1
Don't have access to the right information/ evidence	2
Don't know how to analyse the evidence	3
Don't know how to collect the right evidence	4
Information/evidence is complex/hard to interpret correctly	5
Lack of time to properly interrogate the information/evidence	6
Lower importance to other priorities being addressed/monitored	7
Volume of information/evidence is overwhelming	8
Lack of appropriate evidence on gender	9
Lack of appropriate evidence on disability	10
Lack of appropriate evidence on ethnicity	11
Nothing prevents us, we just don't use information or evidence to this	12
Other (WRITE IN)	13
Don't know	14

Q21. **To what extent do you agree or disagree that, in relation to the equality duties, your school needs better guidance in … ? Is that strongly or tend to?** READ OUT A-F. ROTATE. SINGLE CODE ONLY PER STATEMENT

		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
A	Identifying priorities for action	1	2	3	4	5	6
B	Setting targets and monitoring progress towards improved outcomes	1	2	3	4	5	6
C	The duties generally, and what they mean for schools	1	2	3	4	5	6
D	How to collect appropriate and relevant evidence	1	2	3	4	5	6
E	How to involve and engage stakeholders	1	2	3	4	5	6
F	How to design and deliver training related to the equality duties	1	2	3	4	5	6

Q22. **On the whole, which of the following best describes the amount or adequacy of training/continuing professional development (CPD) received by …**

- **A. Senior leaders**
- **B. Established teachers**
- **C. New entrants to the teaching profession**

… in delivering the equality duties?

SINGLE CODE ONLY PER STATEMENT

	A Senior leaders	B Established teachers	C New entrants to the teaching profession
A lot more training/CPD is still needed	1	1	1
A little more training/CPD is still needed	2	2	2
Enough training/CPD has been received	3	3	3
Too much training/CPD has been received	4	4	4
Don't know	5	5	5

Q23. **In relation to fulfilling the equality duties, are issues like gender, disability and/or race equality made an explicit feature of … ?** READ OUT A-C. ROTATE. SINGLE CODE ONLY PER STATEMENT. PROBE ON 'YES' RESPONSES.

		Yes, for all	Yes, for some	No, for none	Not applicable	Don't know
A	Performance management targets/objectives for senior leaders	1	2	3	4	5
B	Performance management targets/objectives for teaching staff	1	2	3	4	5
C	Performance management targets/objectives for support staff	1	2	3	4	5

Q24. **What would you say are the main drivers, if any, for schools in fulfilling their equality duties?** DO NOT PROMPT. MULTICODE OK CODES 1-9; SINGLE CODE ONLY CODE 10

It's the right thing to do	1
It can be shown to have a positive impact on outcomes for pupils	2
It will help us to get a good inspection result	3
We are required to do it by law	4
We have a high level commitment to equality in the school	5
We have pressing equalities issues in our school/ community	6
We want better lives for our pupils	7
We want to improve community cohesion	8
Other (WRITE IN)	9
Don't know	10

Q25. **And what would you say are the main barriers, if any, to schools fulfilling their equality duties?** DO NOT PROMPT. MULTICODE OK CODES 1-20; SINGLE CODE ONLY CODE 21

Budget cuts	1
Confusing legislation	2
Convincing parents/carers to take it on board	3
Convincing governors to take it on board	4
Convincing staff to take it on board	5
Hard to identify impact/change/outcomes	6
Hard to identify the right evidence	7
Hard to engage and involve stakeholders	8
Initiative overload/extra bureaucracy	9
Lack of continuing professional development (CPD)/ INSET/ training for school staff	10
Lack of guidance to support schools in developing their approaches	11
Lack of money	12
Lack of time	13
Less effective in delivering positive outcomes for pupils than other approaches	14
Lower priority compared with other issues which schools also have to address	15
Not sure what priorities for action should be	16
Perceived lack of relevance to schools	17
Seen as an add on	18
Some see it as an exercise in political correctness	19
Other (WRITE IN)	20
Don't know	21

Q26. **Before today, were you aware that from 2011, the current equality duties will be harmonised into one new duty which will cover seven equality strands: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ABOUT YOU

Finally, some questions about your role in the school…

QD1. **Which of the following best describes your most senior role?**
READ OUT. SINGLE CODE ONLY

INTERVIEWER, IF RESPONDENT SAYS THEY HAVE SEVERAL ROLES, PLEASE REMIND THEM THAT WE ARE INTERESTED IN THEIR MOST SENIOR ROLE

Headteacher/principal	1	GO TO QD4
Deputy/assistant headteacher/principal	2	
Classroom or subject teacher (with no additional responsibilities)	3	
Class teacher or subject teacher (with additional curricular, non-curricular and/or cross-school responsibilities)	4	
Deputy/assistant head of department/head of subject/curriculum co-ordinator	5	GO TO QD4
Head of department/head of subject/curriculum co-ordinator	6	
Deputy/assistant head of year/key stage co-ordinator	7	
Head of year/key stage co-ordinator	8	
Other (SPECIFY)	9	

ASK ALL CODES 3-9 AT QD1. OTHERS GO TO QD3
QD2 **Are you a member of your school's senior leadership team?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ASK ALL
QD3 **Who, if anyone, has formal/named/lead responsibility for your school's work related to the equality duties?** SINGLE CODE ONLY

I have this responsibility	1
A colleague has this responsibility (SPECIFY JOB TITLE)	2
No one has this responsibility	3
Don't know	4

QD4 **Would you be willing to be re-contacted by Ipsos MORI about this survey if necessary? We would like to re-contact some schools to explore the possibility of conducting some follow-up case-study research.**
SINGLE CODE

Yes
No

ASK ALL CODE 1 AT QD4. OTHERS GO TO THANKS AND CLOSE
QD5. **Please could you tell me your full name and contact details. This information will ONLY be used by Ipsos MORI for the purpose of re-contacting you about this research.**
Title:
First name:
Surname:
Job title:
Work telephone number:
Email address:

Appendix 4: Questions affected by interview length

At the beginning of fieldwork the questionnaire was taking longer to complete than expected and so a number of questions were removed or restricted to certain respondents. The following table shows the questions that were affected and the date on which this change was made.

Question	Change	Date affected
Q3a **Can you describe one thing your school has done in relation to this/these equality issue(s) which has contributed towards measurable, positive outcomes for pupils? We're particularly interested in examples of promising practice arising from work around action or development/improvement planning targets, or actions arising from an Equality Impact Assessment.**	Removed	26 June onwards
Q7 **Published guidance identifies a number of general activities that schools can undertake in working to meet their responsibilities under the equality legislation. By 'general activities', we mean anything which schools commonly do to ensure they're working in line with the requirements of ANY legislation, regulation or guidance.** **Thinking about the <TEXT SUB SCHOOLS IN ENGLAND ONLY: {gender/sex}>, disability and/or race equality duties, which general activities, if any, has your school undertaken? And anything else?**	Removed	16 June onwards

Q8 **Thinking specifically about the GENDER/SEX equality duty …** **Can you describe something your school has done to meet this duty which has contributed towards measurable, positive outcomes for pupils? We're particularly interested in examples of promising practice arising from work around action or development/improvement planning targets, or actions arising from an Equality Impact Assessment.**	Two-thirds of schools selected to respond	16 June onwards
Q9 **Thinking about the** <TEXT SUB FOR MIXED SEX SCHOOLS: {**female**}> **pupils at your school, in which ways, if any, has your school's work to fulfil its gender/sex equality responsibilities had a positive impact upon their outcomes? And anything else?**	Two-thirds of schools eligible to respond	16 June onwards
Q10 **Thinking about the** <TEXT SUB FOR MIXED SEX SCHOOLS: {**male**}> **pupils at your school, in which ways, if any, has your school's work to fulfil its gender/sex equality responsibilities had a positive impact upon their outcomes? And anything else?**	Two-thirds of schools eligible to respond	16 June onwards
Q11 **Why do you say this?**	Two-thirds of schools eligible to respond	16 June onwards
Q12 **Now thinking specifically about the Disability Equality Duty …** **Can you describe something your school has done to meet this equality duty which has contributed towards measurable, positive outcomes for pupils? We're particularly interested in examples of promising practice arising from work around action or development/improvement planning targets, or actions arising from an Equality Impact Assessment.**	Two-thirds of schools selected to respond	16 June onwards

Q13 **You mentioned earlier that your school has a disability equality scheme. May I just check, were disabled people consulted or involved in the development of your disability equality scheme? If yes, who?**	Two-thirds of schools eligible to respond	16 June onwards
Q14 **Thinking about the disabled pupils at your school, in which ways, if any, has your school's work to fulfil its disability equality responsibilities had a positive impact upon their outcomes? And anything else?**	Two-thirds of schools selected to respond	16 June onwards
Q15 **Why do you say this?**	Two-thirds of schools eligible to respond	16 June onwards
Q16 **And thinking specifically about the Race Equality Duty …** **Can you describe something your school has done to meet this equality duty which has contributed towards measurable, positive outcomes for pupils? We're particularly interested in examples of promising practice arising from work around action or development/improvement planning targets, or actions arising from an Equality Impact Assessment.**	Two-thirds of schools selected to respond	16 June onwards
Q17 **Thinking about the ethnic minority pupils at your school, has your school's work to fulfil its race equality responsibilities had a positive impact upon their outcomes in any ways? And anything else?**	Two-thirds of schools selected to respond	16 June onwards
Q18 **Why do you say this?**	Two-thirds of schools eligible to respond	16 June onwards

Q19 **How effectively, if at all, would you say your school is using information and evidence (e.g. data) to … ?**	Removed	16 June onwards
Q20 **What, if anything, is preventing your school from using information and evidence (e.g. data) effectively to identify priorities for action and/or monitor progress towards improving equality-related outcomes?**	Removed	16 June onwards
Q22 **On the whole, which of the following best describes the amount or adequacy of training/continuing professional development (CPD) received by …** **A. Senior leaders** **B. Established teachers** **C. New entrants to the teaching profession** **… in delivering the equality duties?**	Removed	26 June onwards
Q26 **Before today, were you aware that from 2011, the current equality duties will be harmonised into one new duty which will cover seven equality strands: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation?**	Removed	26 June onwards
QD2 **Are you a member of your school's senior leadership team?**	Removed	26 June onwards
QD3 **Who, if anyone, has formal/named/lead responsibility for your school's work related to the equality duties?**	Removed	26 June onwards

Appendix 5: Discussion guides

A number of discussion guides were used in the qualitative research. One discussion guide was used for the in-depth telephone interviews with schools and three discussion guides were used for the case study visit, comprising:

- one for Local Authorities and community organisations
- one for pupils, and
- one for the senior leadership team.

The discussion guide used for the telephone interviews was revised for the September/October phase of the research after reflecting on the findings from earlier interviews. The discussion guide was modified slightly to enable the interviewers to better explore the whole process the school pursues (that is, joining the dots between the actions and processes the school follows to identify, tackle and monitor the impact their equality-related work is having on pupil outcomes). The questioning also aimed to more explicitly probe on whether schools are linking their actions to the equality duties.

The discussion guide starting on the next page was used for the September/October telephone interviews (and so is the revised version). The further three discussion guides beneath it were used for the case study visit.

EHRC
Views and experiences of senior leaders and teaching/support staff
Vignettes Discussion Guide – FINAL (14/09/10)
Public sector equality duties and schools:
using the duties to improve pupil outcomes

Objectives:

The aim of the qualitative stage of the study is to find out in more detail what schools have done, and what they have achieved, as a result of implementing the equalities duties. The participating schools have been identified as demonstrating promising practice with regards to this.

Outline of the research programme:

- 1 in-depth case study: this will involve Ipsos MORI speaking to senior leaders and other school staff (teaching and support), pupils, parents/carers (if appropriate), local authority staff (if appropriate) and potentially some representatives from community groups associated with the school.

- 12-15 less detailed examples/vignettes that will involve Ipsos MORI speaking with senior leaders in schools across England and Wales. We will endeavour to achieve at least two vignettes with schools in Wales (ideally one primary and one secondary school)

- All interviews will be conducted by 8th October 2010

- Each interview/depth for the vignettes to last between 45-60 minutes and will be conducted on the phone

The key areas to explore with the respondent are:

- Brief description of school, especially pupil profile (background)

- What does the school understand to be the purpose of the equality duties and what does this mean for pupil outcomes? What drives the school to engage with and implement the equality duties and why? Has this always been the case? (mindset/typology stuff)

- Are they mainstreaming/embedding action on equality in their overall school practices i.e. in SDP/SEF, whether it forms part of performance management for senior leaders/teachers, part of training/CPD etc?

- Introduce the equality issue(s) we want to discuss with the respondent (from quant survey responses). Identify why this is an issue for the school and whether it's always been an issue or whether it's a more recent issue

- Discuss the process the school went through to identify the equality issue(s) and tackle the equality issues and how this relates to the equality duties

  o How did they identify the equality issues?

  o What role did the equality duties play in the identification of these?

  o What action did they take to identify and address the issues? (equality impact assessment, establish/review policy schemes; set targets; action planning; consultation; information and evidence gathering; information and evidence review; development of specific actions or initiatives to tackle the equality issues)

  o What role did the equality duties play in the process/action taken? Trying to get at whether things the school did were things that always do or whether the duties encouraged them to adopt new practices or to review existing practices (i.e. widened consultation, new evidence gathered, new types of targets set. In particular, did the process/ action appear in an [race/ disability/ gender]

equality action plan or was it identified through equality impact assessment)etc)

- What did they hope to achieve by tacking this action? (expectations for impact on pupil outcomes)?

- What have they actually seen or know to have been achieved as a result of taking this action? (actual impacts on pupil outcomes)

- How do they know that what they have done is having this impact on pupil outcomes?
  - What have they got or do that enables them to measure and monitor the impact on pupil outcomes?
  - Are these new or were they already in place?

- What would the school identify as the key success factors for the examples discussed – what made it work? What made it successful?

- What would the school differently the next time? Will this be reflected in their review of their equality schemes?

- What would help the school to more effectively identify and tackle equality issues in the future?

Timings	Key Questions	Notes and Prompts

5 mins	**1. Welcome and introduction**
	
	Thank participant for taking part.
	
	Introduce self, Ipsos MORI: independent research organisation (i.e. independent of GOVERNMENT and of EHRC)
	
	Outline purpose of the interview:
	
	   o Remind that they took part in quant and that the purpose of this interview is to discuss in more detail the key equality issues the school is addressing, IN PARTICULAR XXXX (refer to issues/work in verbatim used to select school for qualitative follow-up)
	   o How this ties in with the equality duties
	   o The processes they have followed
	   o The actions taken
	   o The impact that this is having on pupil outcomes
	
	Confidentiality: reassure all responses anonymous and that information about individuals will not be passed on to anyone, including EHRC. **The school will not be identified in the research or the report**
	
	Gather all opinions: all opinions valid, no right and wrong answers
	
	Get permission to digitally record – transcribe for analysis purposes, no detailed attribution
		Welcome: orientates participant, gets them prepared to take part in the interview.
		
		Outlines the 'rules' of the interview (including those we are required to tell them about under MRS and Data Protection Act guidelines).

5 mins	**2. Background (personal and school context)** **I'd like to start by learning a little about you and your school** Can you tell me a bit about your role? What responsibilities do you have? PROBE: senior leadership team, teaching, support role. How long have you worked here? *IF SENIOR LEADERSHIP TEAM: PROBE: performance management, policies/schemes, action planning, monitoring, remedial action, dissemination.* And what is your responsibility/involvement for equality-related issues within your school? Can you tell me a bit about your school and the pupils? What would you say are the key characteristics of the school and your pupils? *PROBE: school type, number of students, catchment area, educational performance, pupil age, gender mix, disability mix, ethnic mix, cultural mix, English as a second language, any particularly pressing issues?*	*Aim: To understand respondents' role and how this fits with public sector equality duties. To gain an understanding of the pupil population, the school and the wider community in which the school sits.*
10 mins	**3. Understanding the drivers of equality-related work in schools** **Moving on now to the public sector equality duties** Can you tell me what you understand to be the purpose of the equality duties? What do you base your understanding on? PROBE: CPD, training, "message from the top". Can you explain how, if at all, the equality duties influence	*Aim: to explore the understanding of and key drivers of equality related work within schools*

	the work the school does to address equality issues?	
	PROBE:	
	Does the school have race/ disability/ gender/single equality actions plans, with SMART commitments? YES/NO	
	IF YES: Did the school develop these as a result of the equality duties or was this something you already had in place?	
	IF YES: Have the duties led your school to revise the equality action plans in anyway? HOW?	
	To what extent would you say the equality duties are embedded within broader school policies/practices? Why do you say this?	
	Has this always been the case? IF NO, why has this changed? Did the duties prompt this change?	
	What broader school practices are the equality duties embedded in? (SEF, Action Plans, CPD, performance management, Ofsted Inspections etc).	
	When taking decisions and carrying out general/broader school practices, does the school assess the impact these decisions/actions might have on equality groups? YES/NO	
	IF YES: And has this driven change i.e. led to the decisions/actions being reviewed?	
	What would you say are the key drivers of your school's equality-related work? (looking here to get at whether the duties drive their equality-related work or whether something else does or if a mix of factors)	
	Have these always been the key drivers? IF NOT, why have they changed? What prompted the change? (Equality duties?)	
	Is the Ofsted inspection (the limiting judgment on equality) a driver for action?	
	PROBE: In what way?	
10 mins	**4. Understanding how the school identified the equality issue it is choosing to address**	*Aim: to focus the participant on the equality related issue the reported in the quant survey and to understand how they account for this.*
	I'd now like to move on to discuss in detail the equality issue(s) you reported in the school's questionnaire response	
	Moderator note: Describe in detail the equality issue and actions reported by the school in their questionnaire response (BASED ON VERBATIM FILE USED TO SELECT SCHOOL FOR QUALITATIVE RESEARCH)	
	How did the school identify that this equality issue should be an area for focus? How did it come to light? LOOKING HERE TO UNDERSTAND HOW THE SCHOOL IDENTIFIED THE ISSUE(S) TO FOCUS ON. PROBE: evidence, observations, feedback from pupil/staff, consultation, involvement, equality impact assessment, the process of writing a scheme/ policy made them more aware of or look more closely at the needs of pupils etc.	
	Was this a new issue for the school or is it something the school has always had to try and address?	

	IF NEW: was there anything you can think of that caused this to be a new issue? Did they school do anything differently from before which meant it identified this as an equality issue?	
	In your opinion, did the equality duties in any way play a role in helping your school to identify this/these particular equality issues? Why? Why not? PROBE: did the equality duties encourage your school to think about the issue from a different perspective?	
	Would the school have identified the equality issue(s) without the equality duties? How?	
10 mins	**5. Understanding the processes the school pursued to promote and tackle the equality issue(s)**	*Aim:* To explore the processes the school went through in order to identify and address the equality-related issue(s).
	I'd now like to discuss the processes and actions taken by the school to tackle the equality issue(s) and how this/these action(s) relates to the equality duties	
	Having identified that [SAY WHAT EQUALITY ISSUE IS] was an issue for some pupils at your school, what specific actions and processes did your school follow in order to tackle the issue?	
	SO FOR EXAMPLE, I'D LIKE TO KNOW AS FAR AS POSSIBLE, THE KEY STEPS YOUR SCHOOL TOOK FROM THE POINT OF IDENTIFYING THE ISSUE, TO MAKING ANY CHANGES, THROUGH TO IDENTIFYING WHETHER THE CHANGE HAD AN IMPACT ON PUPIL OUTCOMES	
	MODERATOR NOTE: TAKE THEIR RESPONSES(S) AND PROBE IN DETAIL.	
	PROBE:	
	1) establish/review equality policy and schemes – YES/NO, WHY, WHO INVOLVED	
	2) set equality related targets – WHAT TARGETS? WAS THIS A NEW THING FOR THE SCHOOL?	
	3) equality scheme related action planning – YES/NO, WHY, WHO INVOLVED	
	4) equality impact assessment – YES/NO, WHEN, WHY, WHO INVOLVED	
	5) consultation with others, included protected groups – IF SO, WHO, HOW, WHY, HAS THIS DRIVEN CHANGE?	
	6) Information and evidence gathering – IF SO, WHAT, HOW AND WHY	
	7) Information and evidence review – IF SO, WHAT, HOW, WHY AND IMPLICATIONS	
	8) The development of specific actions or initiatives to tackle the equality issues – WHAT WERE THESE AND WHY THESE THINGS?	
	Thinking about all of these steps/actions you have just discussed, to extent has this driven change within the school?	

	What role did the equality duties play in the process/actions taken? Why do you say that?	
	To what extent have the equality duties shaped the way your school has tackled this/these equality issues?	
	Are any of the steps/actions/processes you have just described different to what you would have done if the equality duties were not in place? WHY? IF YES: In what ways? PROBE: widened consultation, new evidence gathered, new types of targets, etc.	
	Are there any other ways in which the duties encouraged the school to adopt new practices or review existing practices? IF YES: Please explain	
	IF NEW WAYS OF WORKING: Has this new way of looking at or doing things been reflected when revising equality schemes? YES/NO	
	IF YES: How has this been reflected?	
10 mins	**6. Understand the impact of equality-related work on pupil outcomes** **I'd now like to discuss the impact from the actions/activities undertaken on pupil outcomes** *Moderator note: we may have some understanding of the intended impact based on their quant responses.* Thinking about the equality issue, the pupils it affected and the actions you have described that the school took to address this…. What would you say the school hoped/expected the impact would be on pupil outcomes? What pupil outcomes were you trying to effect? PROBE: attainment, reported bullying, accessibility, pupil happiness, levels of exclusions, participation (lessons, extra-curricular etc), pathways post school, tackling stereotyping in subject choice and career, pregnancy, pupil confidence, respect and so on And now that your school has started to tackle the equality issue, what would you say are the <u>actual</u> impacts on pupil outcomes? PROBE: attainment, reported bullying, accessibility, pupil happiness, levels of exclusions, participation (lessons, extra-curricular etc), pathways post school, tackling stereotyping in subject choice and career, pregnancy, pupil confidence, respect and so on How do you know that the action your school has or is taking to tackle this equality issue is having this impact on pupil outcomes? PROBE FOR HOW MEASURING AND MONITORING IMPACT. *PROBE: tools, procedures, systems.* Explore in detail. What processes does the school have for measuring and monitoring the impact on pupil outcomes? What ones were already in place? Are any of these practices new? Why these? IF NEW THEN ASK: What difference have these new tools, procedures, systems made to the school? *PROBE: measure*	***Aim***: *To understand the impact from the process undertaken and the difference made to pupil outcomes*

	positive impact on pupil outcomes.	
	To what extent can you be sure that the impact(s) resulted from the equality duties actions? How do you know this?	
5 mins	**7. Learning and success factors** **Thinking now about everything we have discussed and in particular, the actions and processes the school went through to tackle the equality issue(s)** What would you identify as the key success factors that are driving the positive impact on pupil outcomes? *PROBE: updated/revised equality scheme/policies etc, re-designed equality-related actions/activities.* What were the key enablers? What made it work? Who made it work? What were the barriers i.e. the things that made it difficult to implement the change needed to tackle the equality issue(s)? *PROBE: resourcing, staff commitment, cultural change, etc.* How did they impact on the process? How were they overcome? Would the school do something differently next time to address the same equality issue(s)? Why? How would that make a difference on pupil outcomes? Why? Looking to the future, what else would help the school more effectively identify and tackle equality issues? *PROBE: a greater understanding of the equality duties, a more proactive approach to addressing equality-related issues, making the link between the equality duties and pupil outcomes.*	***Aim****: To understand the lessons learned from the process and actions undertaken and the success factors that have resulted in addressing the equality related issue and contributed towards a positive impact on pupil outcomes.*
5 mins	**8. Summary** **What one or two message(s) should we take back to the EHRC about how the equality duties can create a positive impact on pupil outcomes?** Finally, to what extent would you say the entire process has prepared you/your school for the planned legislative changes in 2011 and the implementation of the Single Equality Duty? Why do you say that? Is there anything you would like to add that you feel is important which has not been covered during the interview? THANK PARTICIPANT AND CLOSE	***Aim****: Summarise the key messages from the discussion and to understand to what extent the school/respondent feel prepared for the 2011 legislation changes*

EHRC
Views and experiences of Local Authorities and representatives from community organisations associated with the school
Case study discussion guide – FINAL (21/09/10)
Public sector equality duties and schools: using the duties to improve pupil outcomes

Objectives:

The aim of the qualitative stage of the study is to find out in more detail what schools have done, and what they have achieved, as a result of implementing the equalities duties. The participating case study school has been identified as demonstrating promising practice with regards to this.

Outline of the research programme:

- 1 in-depth case study: this will involve Ipsos MORI speaking to senior leaders and other school staff (teaching and support), pupils, parents/carers (if appropriate), local authority staff (if appropriate) and potentially some representatives from community groups associated with the school.

- 12-15 less detailed examples/vignettes that will involve Ipsos MORI speaking with senior leaders in schools across England and Wales. We will endeavour to achieve at least two vignettes with schools in Wales (ideally one primary and one secondary school)

- All interviews will be conducted by 15th October 2010

- Each interview/depth for the vignettes to last between 45-60 minutes and will be conducted on the phone

- Each interview/depth for the case study to last between 60-80 minutes and will be conducted face-to-face

The key areas to explore with the respondent are:

- Brief description of organisation, and relationship with school X

- In the context of the education system - what the organisation understands to be the purpose of the equality duties? How the organisation became aware of school X's work to address the equality duties? What were the key drivers of the organisation in becoming involved with school X on work around the duties? What were the key equality related issues that needed addressing?

- Introduce the equality issue(s) we want to discuss with the respondent (from school X quant survey responses). Identify why this is an issue for the school and whether it's always been an issue or whether it's a more recent issue.

- How organisation was involved in the process of identifying the equality issues at school X? What action did organisation take to help identify the issues? What role did the equality duties play in the identification of these?

- Discuss the process the organisation went through in working with the school to promote and tackle the equality issue.

    o What action did they take to identify and address the issues? (equality impact assessment, establish/review policy schemes; set targets; action planning; consultation; information and evidence gathering; information and evidence review; development of specific actions or initiatives to tackle the equality issues). What role did the equality duties play in the process/action taken?

- What did they hope to achieve by tacking this action? (expectations for impact on pupil outcomes and wider impact)? What have they actually seen or know to have been achieved as a result of taking this action? (Change within the school/community). What role did the equality duties play in shaping the way the organisation tackled the equality issue?

- How do they know that what they have done is having this impact on pupil outcomes? What role did the organisation play in measuring/monitoring the impact on pupil outcomes?

- What impact is expected but has yet to be realised? What else needs to be done for this to happen? How would the organisation be involved? What other impacts have the equality duties helped foster?

- What would the organisation identify as the key success factors for the examples discussed – what made it work? What made it successful?

- What would the organisation do differently the next time? Will this be reflected in future involvement of the organisation?

- How school X compares with other local schools in responding to the equality duties?

Timings	Key Questions	Notes and Prompts
5 mins	**1. Welcome and introduction** Thank participant for taking part. Introduce self, Ipsos MORI: independent research organisation (i.e. independent of GOVERNMENT and of EHRC) Outline purpose of the study, key objectives and why commissioned Outline purpose of the interview: - Explain that school X took part in the quant study and the purpose of our visit is to discuss in more detail how their organisation helped or worked with the school in addressing the equality issue. (refer to issues/work/partnership arrangement in verbatim used to select the school and identify their organisation for qualitative follow-up) - How this ties in with the equality duties - The processes the organisation that led to their involvement in the equality related work - The actions undertaken by the organisation - The impact that this is having on pupil outcomes Confidentiality: reassure all responses anonymous and that information about individuals will not be passed on to anyone, including EHRC. The organisation will not be identified in the research or the report Gather all opinions: all opinions valid, no right and wrong answers Get permission to digitally record – transcribe for analysis purposes, no detailed attribution	
5 mins	**2. Background (personal and organisation/school relationship)** **I'd like to start by learning a little about you and your organisation.** Can you tell me a bit about your organisation and your role within this organisation? What responsibilities do you have? PROBE: role in organisation IF LOCAL AUTHORITY: supporting local learning providers (which ones and in which areas – equalities?) IF COMMUNITY ORGANISATION: please describe the relationship between school X and your organisation? Has this always been the case? IF NOT: Why not? And how would you summarise the relationship you/your organisation has with [school]? How did this relationship come about/start (more relevant if community organisation)?	
10 mins	**3. Understanding of the equality duties and involvement with school** **I'd like to discuss your understanding of the equality duties and how the duties have influenced your involvement and**	

Timings	Key Questions	Notes and Prompts
	relationship with [school]	
	In the context of the education system, can you tell me what you understand to be the purpose of the equality duties? What do you base your understanding on?	
	And thinking about your role, how do the equality duties fit with/influence your role? PROBE: strategic planning, operational planning, advice and training, consultation.	
	IF LOCAL AUTHORITY: Within an education context, what is your distinct role? PROBE: assess evidence, setting objectives, conducting EIAs? How does this fit with your policy, planning/advisory role?	
	What is your role in relation to helping schools implement the equality duties?	
	IF COMMUNITY ORGANISATION: community cohesion, tolerance and understanding	
	When did you/your organisation first become aware of the [school's] work to address the equality duties?	
	PROBE FOR HOW THEY BECOME AWARE OF THE WORK	
	And when did you/your organisation become involved in the equality-related work that the school has been doing?	
	PROBE FOR WHAT WERE KEY DRIVERS FOR THEM BECOMING INVOLVED	
	What level of involvement does your organisation have with the school in relation to the equality duties? Would you say your organisation has the right level of involvement in tackling the equality-related issue? Why do you say that? Is their a bigger role for your organisation? What is it? How would that make a difference?	
	From your work with the school or from what you know about the school, what would you say are the key equality issues that need addressing or which are being addressed?	
	PROBE: How have you come to identify these as equality issues?	
	PROBE: Were you/your organisation involved in the process of identifying the equality issues at the school?	
	IF YES: How were you/your organisation involved in this process? Can you describe the key steps that were taken? (LOOKING FOR INVOLVEMENT IN REVIEW OF POLICY/SCHEME, CONSULTATION, TARGET SETTING, ACTION PLANNING ETC)	
	PROBE: Does your organisation recommend equality related issues which should be prioritised/tackled? IF YES: What information source/evidence is the recommendation based on?	
	In summary, to what extent would you say that the equality duties shaped the work/actions you have just described?	
10 mins	**4. Understanding how school X identified the equality issue it is choosing to address**	
	I'd now like to move on to discuss in detail the equality issue(s) school X reported in the school's questionnaire	

Timings	Key Questions	Notes and Prompts
	response and that I understand you/your organisation have been involved with	
	Moderator note: Describe in detail the equality issue and actions reported by the school in their questionnaire response (BASED ON VERBATIM FILE USED TO SELECT SCHOOL FOR QUALITATIVE RESEARCH)	
	Are you aware of how the school identified that this particular equality issue should be an area for focus? How did it come to light?	
	PROBE: evidence, observations, feedback from pupil/staff, consultation, involvement, equality impact assessment, the process of writing a scheme/ policy made them more aware of or look more closely at the needs of pupils etc.	
	PROBE: Try to identify if involved in identifying the issue i.e. offering up information to the school and/or being consulted by the school about issues	
	At what stage did you and your organisation become involved in this equality issue? What role did you/your organisation play in helping to identify this as an equality issue that needed addressing?	
	Are far as you know, was this a new issue for the school or is it something the school has always had to try and address?	
	IF NEW: was there anything you can think of that caused this to be a new issue? Did they school do anything differently from before which meant it identified this as an equality issue?	
	In your opinion, did the equality duties in any way play a role in helping the school to identify this/these particular equality issues? Why? Why not? PROBE: did the equality duties encourage school X to think about the issue from a different perspective?	
	Would school X have identified the equality issue(s) without the equality duties? How? How about without your involvement? How?	
15 mins	**5. Understanding the role of the organisations in working with the school to promote and tackle the equality issue(s)**	
	I'd now like to discuss the processes and actions taken by your organisation to help the school tackle the equality issue(s) and how this/these action(s) relates to the equality duties	
	Having identified that [SAY WHAT EQUALITY ISSUE IS] was an issue for some pupils at school X what specific actions and processes was your organisation involved in so as to help the school tackle the issue?	
	SO FOR EXAMPLE, I'D LIKE TO KNOW AS FAR AS POSSIBLE, THE KEY STEPS YOUR ORGANISATION TOOK/WAS INVOLVED IN FROM THE POINT OF INIITIAL INVOLVEMENT, TO THE SUPPORT/ACTION GIVEN, THROUGH TO IDENTIFYING WHETHER THE CHANGE HAD AN IMPACT ON PUPIL OUTCOMES.	
	MODERATOR NOTE: TAKE THEIR RESPONSES(S) AND	

Timings	Key Questions	Notes and Prompts
	PROBE IN DETAIL. PROBE: 1) establish/review equality policy and schemes – YES/NO, WHY, HOW INVOLVED 2) set equality related targets – WHAT TARGETS? WAS THIS A NEW THING FOR THE SCHOOL? HOW WERE YOU/YOUR ORGANISATION INVOLVED? 3) equality scheme related action planning – YES/NO, WHY, HOW INVOLVED 4) equality impact assessment – YES/NO, WHEN, WHY, HOW INVOLVED 5) consultation with others, included protected groups – IF SO, WERE YOU CONSULTED, WHO ELSE? HAS THIS DRIVEN CHANGE? 6) Involvement and engagement with others, including protected groups – IF SO, WHO, HOW, WHY. HAS THIS DRIVE CHANGE? 7) Information and evidence gathering – IF SO, WHAT, HOW AND WHY 8) Information and evidence review – IF SO, WHAT, HOW, WHY AND IMPLICATIONS 9) The development of specific actions or initiatives to tackle the equality issues – WHAT WERE THESE AND WHY THESE THINGS? 10) Training Thinking about all of these steps/actions you have just discussed, to extent has this driven change within the school? Knowing what you know now, would you/your organisation have done anything differently during this process? IF YES: What? How would that have made a difference? Why? Is there anything that you/your organisation believe the school should have done/action they should have taken but didn't? IF YES: WHAT? What difference do you think this would have made? To what extent have the equality duties shaped the way school X has tackled this/these equality issues? Are there any other ways in which the duties encouraged the school to adopt new practices or review existing practices? IF YES: Please explain	
15 mins	**5. Views on impact** **I'd now like to discuss the impact from the actions/activities undertaken on pupil outcomes** *Moderator note: we will have some understanding of the intended impact based on the school responses given during interviewing* Thinking about the equality issue, the pupils it affects and the actions you have described that you and your organisation took to address this….	

Timings	Key Questions	Notes and Prompts
	What would you say you hoped/expected the impact would be on pupil outcomes? What pupil outcomes were you trying to effect?	
	PROBE: attainment, reported bullying/reductions in bullying, accessibility, pupil happiness, levels of exclusions, participation (lessons, extra-curricular etc), pathways post school, choice of careers/stereotyping, pregnancy, pupil confidence, respect, understanding, tolerance and so on.	
	And now that the school has started to tackle the equality issue, what would you say are the <u>actual</u> impacts on pupil outcomes?	
	PROBE: attainment, reported bullying/reduced bullying, accessibility, pupil happiness, levels of exclusions, participation (lessons, extra-curricular etc), pathways post school, choice of careers/stereotyping, pregnancy, pupil confidence, respect and so on	
	And what difference would you say that the support you and your organisations provided made to pupil outcomes? Can you provide a specific example which contributed towards a measurable positive outcome for pupils? Can you describe other examples?	
	PROBE: attainment, reported bullying, accessibility, pupil happiness, levels of exclusions, participation (lessons, extra-curricular etc), pathways post school, choice of careers, pregnancy, pupil confidence, respect, understanding, tolerance and so on.	
	How do you know that the work that has been done is having this impact on pupil outcomes?	
	PROBE FOR MEASURING AND MONITORING MECHANISMS	
	Do you/your organisation play any role in measuring and monitoring pupil outcomes?	
	WHAT? HOW? WHAT TYPE OF INFO/DATA?	
	Are there any impacts on pupil outcomes that are not yet being realised? PROBE: WHAT?	
	PROBE: What needs to be done to enable these outcomes to be achieved?	
	Finally, to what extent have the equality duties helped foster:	
	• Improved relations	
	• Promote positive attitudes in school	
	• Tackle prejudice	
	• Encourage participation in public life (e.g. school. Councils, youth forums)	
	Why do you say that? How do you know?	
10 mins	**Learning and success factors**	
	Thinking now about everything we have discussed and in particular, the actions you and your organisation took to tackle the equality issue(s)	
	What would you identify as the key success factors that are driving the positive impact on pupil outcomes? *PROBE: updated/revised equality scheme/policies etc, re-designed*	

Timings	Key Questions	Notes and Prompts
	equality-related actions/activities.	
	Were the successes expected? IF YES: Why was that? IF NO: Why?	
	IF LOCAL AUTHORITY: equality duty compliance, increased partnership working, others?	
	IF COMMUNITY ORGANISATION: community cohesion, tolerance, understanding, others?	
	What were the key enablers? What made it work? Who made it work?	
	PROBE:	
	▪ leadership by LA ▪ advice and guidance ▪ conducting EIAs, evidence gathering, setting objectives etc) ▪ dedicated equality team, ▪ training for schools ▪ other?	
	What were the barriers i.e. the things that made it difficult to implement the change needed to tackle the equality issue(s)? *PROBE: resourcing, staff commitment, cultural change, etc.* How did they impact on the process? How were they overcome?	
	In what ways could you/your organisation have **been involved more?** How would that have helped? Why do you say that?	
	In your view, to what extent does this school do things differently from others in the local area? How do you know this?	
5 mins	**<u>Summary</u>** **What one or two message(s) we should take back to the EHRC about how the equality duties create a positive impact on pupil outcomes?** **Finally, are there ways to foster better partnership working between local authorities/community organisations and schools on improving pupil outcomes? Why do you say that?** Is there anything you would like to add that you feel is important which has not been covered during the interview? THANK PARTICIPANT AND CLOSE	

EHRC
Views and experiences of pupils
Case study discussion guide – FINAL (21/09/10)
Public sector equality duties and schools: **using the duties to improve pupil outcomes**

Objectives:

The aim of the qualitative stage of the study is to find out in more detail what schools have done, and what they have achieved, as a result of implementing the equalities duties. The participating case study school has been identified as demonstrating promising practice with regards to this.

Outline of the research programme:

- 1 in-depth case study: this will involve Ipsos MORI speaking to senior leaders and other school staff (teaching and support), pupils, parents/carers (if appropriate), local authority staff (if appropriate) and potentially some representatives from community groups associated with the school.

- 12-15 less detailed examples/vignettes that will involve Ipsos MORI speaking with senior leaders in schools across England and Wales. We will endeavour to achieve at least two vignettes with schools in Wales (ideally one primary and one secondary school)

- All interviews will be conducted by 15th October 2010

- Each interview/depth for the vignettes to last between 45-60 minutes and will be conducted on the phone

- Each interview/depth for the case study to last between 60-80 minutes and will be conducted face-to-face

The key areas to explore with the pupils are:

- Overview of pupil characteristics

- General overview of learning experience. What are good/bad points about the school? How they describe other pupils? How they describe the area? What should be changed in school? How that would make a difference to other pupils/ them?

- Understanding equality: what pupils understand by the term equality? How they know this? Is equality in school important? What equality issues exist in the school? Who for? Has this always been the case? Does equality exist in all things the school does? Has this always been the case?

- Overview of pupil treatment. Does the school treat pupils fairly? Are some pupils treated differently than others? Which pupils? By whom? Does the school help pupils who are treated differently? How pupils are genuinely involved and empowered? How are pupils treated fairly? What change have pupils noticed in the school/pupils/them?

- Scenario-testing: Do pupils recognise the scenarios? Do pupils experience some of the issues within the scenarios? What pupils think/expect schools should do to tackle the issue? What would they expect to happen? What has been done about similar issues in their school?

- Introduce the equality issue(s) we want to discuss with the participants (from school X quant survey responses).

- o Identify level of awareness about the issue. How pupils think/feel about the issue? How it affects pupils/them? How became aware of school addressing the issue? How pupils were involved?

- o What seen or know to have been achieved as a result of the school taking this action? How change has made a difference to pupils/them? Does school do enough in tackling the issue? What should be done? How pupils should be involved? How that would help tackle the issue?

Timings	Key Questions	Notes and Prompts
5 mins	<u>PUPILS AT SCHOOL X</u> **1. Welcome and introduction** ● Thank participants for taking part. ● Introduce self, Ipsos MORI: independent research organisation (i.e. independent of GOVERNMENT) ● Outline the research – say why we're doing the study, how the information will be used and give brief overview of what we want to discuss with them ● Emphasise that we will be talking about **(their experiences of school, how they are treated and how school supports them)** ● Gather all opinions: all opinions valid, no right and wrong answers. ● Get permission to digitally record –- all confidential and anonymous. We may decide to use something you have said to us in our report, however those reading the report will not know it has come from you. **2. Background (personal)** I'd like to start by learning a little about you and your school … Can you tell me your age? And what year are you in? What is the favourite thing you like to do outside of school? Do you know what you want to do when you leave school? What's that? **3. School experience** <u>MODERATOR NOTE: SAY WE DON'T NEED TO KNOW WHO THESE PEOPLE ARE BY NAME, ONLY IF DIFFERENT TYPES OF PUPILS HAVE DIFFERENT THOUGHTS ABOUT/EXPERIENCES OF THEIR SCHOOL</u> How would you describe this school? What would you say are the school's good points, the things that make this school a good place to go to? How would you describe the young people in the school? PROMPT: age, background, ethnicity, disability; rich, poor. How would you describe the area your school is in? PROMPT: range/type of people in local area. What is good/not so good about them? What do you think are the best things about this school? Has this always been the best thing? IF NOT: what changed? And what about its bad points, the things that make this school not such a great place to go to? PROBE: being ignored, left-out, treated differently, not being treated fairly, discriminated. Is there anything about your school that you think makes it better than other schools you've heard about? What are these things? And is there anything you think makes it worse than other schools you've heard about? Why do you say this?	

Timings	Key Questions	Notes and Prompts
	And is there anything about this school that you would like to change, anything that would make it better? Can you give me an example? PROBE: being ignored, left-out, treated differently, not being treated fairly, discriminated.	
	We've talked a lot so far about you but what about the other children/young people (kids, pupils) who come here - would some of them, or all of them, say different things? PROBE ON: school's good points, best thing about it, bad points, better/worse than other schools. IF YES: What would they say? Who would say that? Why would they say that?	
	4. Treatment MODERATOR: LEARNERS IN SECONDARY EDUCATION WILL BE ABLE TO RESPOND ON EQUALITY QUESTION IN MORED DETAIL THAN PUPILS IN PRIMARY EDUCATION **FOR SECONDARY SCHOOL PUPILS ONLY** **If I use the word 'equality', what do you think I mean?** PROBE: being ignored, left-out, treated differently, not being treated fairly, discriminated, respect others, do not bully because someone is different, injustice, human rights etc? EXPLORE SPECIFIC EXAMPLES. Do you think there are any equality issues in this school? Which ones? PROBE: being ignored, left-out, treated differently, not being treated fairly, discriminated, respect others, do not bully because someone is different, injustice, human rights etc? Does your school promote respect and equality? For all groups? IF NOT: Which groups? **What do pupils/you at this school learn about equality?** IF DO: explore all examples. PROBE: being ignored, left-out, treated differently, not being treated fairly, discriminated, respect others, do not bully because someone is different, injustice, human rights, attitudes? Does equality exist across in all things the school does? Why/why not? PROBE: In the curriculum, subject lessons, subject options, extra-curricular activities, special events or projects, work placements, careers advice, others. Which pupils do well in exams? Are there any activities to help those students who do less well? Do teachers have lower expectations of some pupils? Why? MODERATOR TAKE EACH IN TURN AND ASK: Who gets ignored, left-out (excluded), treated differently, not treated fairly, discriminated, 'disrespected', bullied? Why? What does the school do about it? Has this changed the way you or your mates think about other people? Why/why not? Is equality an important issue for you/your mates/other young people? Why/why not? How does your school find out what you feel/think about equality issues? PROBE: assembly, lessons, PSHE, 121, survey, feedback form. Are there ways in which you can raise equality issues with the school without being asked about them? What are they? Do you	

Timings	Key Questions	Notes and Prompts
	feel that your views would be taken seriously? Why do you say that? Do you feel the school would act on your views? Why?	
	FOR PRIMARY SCHOOL PUPILS ONLY	
	In school, do you learn about treating everyone fairly? What is fairness? What about being ignored? What about being left-out? What kind of things have you learned? EXPLORE SPECIFIC EXAMPLES.	
	How does this make you think about, or treating fairly, other people? Has it changed how you think about them or treat them? Why/why not?	
	Do you think it's important for children (kids, pupils) to learn about treating everyone fairly? Why/why not?	
	How does your school find out what you feel/think about fairness? PROBE: assembly, lessons, PSHE, 121, survey, feedback form. Are there ways in which you can - without being asked - raise fairness with teachers? How? Would they listen? Why do you say that? Would something be done? Why/why not?	
	ALL PUPILS	
	How are you treated by the staff/grown-ups who work in this school? PROBE: examples of the good and the bad.	
	Do the staff/grown-ups treat you fairly, understand your problems and help them? What makes you say that? If not, have you tried to do anything about it? Why/why not?	
	How do (you, kids, pupils) at this school treat each other? Ignore others, exclude others, treat others differently, treat others unfairly, 'disrespect' others, certain attitudes etc. **Do some children/young people (kids, pupils) get treated differently (worse)?** Which ones? Why is that? **When would this happen?** PROBE	
	How do you feel you are treated by the other children/young people (kids, pupils) at this school, and how does that make you feel? PROBE: examples of the good/the bad. What makes you say that? How do you feel about that? Have you tried to do anything about it? Why/why not?	
	IF RELEVANT: What would need to happen/what would help you do something about changing things?	
	Do you think there are children/young people (kids, pupils) at your school who get ignored, left-out, treated differently, treated unfairly? Why?	
	Who? How are they treated by other pupils? Who by? Why?	
	IF APPROPRIATE: **Why do these kids get ignored/ left-out/treated differently, treated unfairly because they seem different to others?**	
	Do you know if the school has tried to help them? What do you think the school should do to help these children/young people (kids, pupils) and stop them being ignored/ left-out/treated differently, treated unfairly, 'disrespected', discriminated, or picked on?	
	IF ANSWERED NO, ASK: **Do you know if your school has done anything to stop children/young people (kids, pupils) from**	

Timings	Key Questions	Notes and Prompts
	feeling bad for being different ignored, left-out, treated unfairly, discriminated and picked on? Can you remember what your school did? Do you think that was a good idea? Do you think it worked?	
	Do you or your mates/friends ever feel ignored/ left-out/treated differently, treated unfairly, discriminated, picked on just for being who you are? IF YES: By whom? PROBE: other pupils, teachers, grown-ups. Has it always been this way? IF NOT: what changed?	
	MODERATOR TO USE RESPONSES AND ASK.	
	Some of you mentioned X as being one of the issues in your school.	
	Does your school ask how pupils experience it?	
	IF YES: How do they ask? PROBE: discuss in assembly, tutor group, lesson (PSHE), 121, or survey.	
	Does your school ask pupils to contribute their ideas on how XXXXXX might be tackled? PLEASE EXPLAIN HOW. Do you feel comfortable doing this? Why/why not?	
	Are there other ways in which the school involves all pupils in contributing their ideas on how XXXX issues should be tackled ? Do pupils/you feel comfortable doing this? Why?	
	What about other equality issues? How does the school involve pupils? Do pupils/you feel comfortable doing this? Why?	
	IF NOT: Would you like to get involved/contribute? Would you like staff/others to know how you feel/think? Why do you say that?	
	(REPEAT QUESTIONS UNITL ALL EQUALITY ISSUES DISCUSSED IN THIS SECTION HAVE BEEN EXPLORED)	
	School support and impact	
	Moderator note: You should spend as much time as possible on this section as this is of high importance and interest to the EHRC. It is vital to determining how far the school is engaged with the duties.	
	MODERATOR NOTE: EXPLORE PUPILS' TOP-OF-MIND EXAMPLES OF HOW SCHOOL PROVIDES SUPPORT THEN EXPLORE IMPACT	
	MODERATOR NOTE: THEN EXPLORE SPECIFIC EXAMPLES OF PROMISING PRACTICE COLLECTED DURING QUANT STAGE, AND UNPICK IMPACT IF PUPILS HAVE AWARENESS ABOUT ACTIVITY OR BEEN INVOLVED IN CONSULTATION OR DECISION MAKING IN HOW SCHOOL SHOULD TACKLE ISSUE	
	MODERATOR NOTE: ALSO USE PUPIL DEMOGRAPHICS TO FRAME QUESTIONING. FOR EXAMPLE, IF VISITING A SCHOOL IN A PREDOMINANTLY WHITE AREA THEN PROBE ON ETHNICITY/RACIAL DIFFERENCES ETC	
	How are pupils/you at this school made to feel like they are part of the school and important/not excluded, from anything? What about treated fairly? PROBE FOR EXAMPLES. IF NEEDED How are pupils/you school made to feel the same?	
	Can you tell me how the school creates good relations between pupils from different ethnic backgrounds? PROBE FOR	

Timings	Key Questions	Notes and Prompts
	EXAMPLES: IF NEEDED How are pupils from different ethnic backgrounds made to feel the same?	
	Can you tell me how the school involve ALL pupils in making decisions which affects them at school and in general life? PROBE: subject options, career choices, work experience, seeking help and support (academic, pastoral, medical). PROBE FOR EXAMPLES. IF NEEDED How does the school involve ethnic minority, boys, girls, and disabled pupils (including those who find it difficult to learn) in making decisions? PROBE FOR EXAMPLES.	
	Are pupils encouraged to think about/try out different things they might not have considered/thought about? PROBE: subject options, career choices, work experience, seeking help and support (academic, pastoral, medical).	
	How about when pupils make decisions about their future? E.g. boys pursuing a nursing/caring career, girls opting for engineering.	
	MODERATOR: EXPLAIN TO PUPIL THAT YOU'RE GOING TO TALK ABOUT SOME EXAMPLES WHERE PUPILS AT SCHOOLS MIGHT GET TREATED DIFFERENTLY. DEPENDING ON TYPE OF SCHOOL (SINGLE SEX, ETHNIC PROFILE ETC.) AND TIME AVAILABLE, EXPLORE AT LEAST TWO SCENARIOS WITH PUPILS, SOME SCEANRIOS MIGHT WORK BETTER WITH CHILDREN OF A CERTAIN AGE SO PLEASE USE DISCRETION.	
	SCENARIO 1 – Race/Ethnicity **How would it make you feel if you knew someone at this school was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied by pupils or teachers, because of their race/ethnicity?** Why do you say that?	
	What would your school do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or hassled/picked on? How would that make you feel? Why?	
	Is there anything you think you or your friend (mates) could do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or hassled? What would these things be?	
	If this was happening here, what more could the school do to stop children/young people (kids, pupils) being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied or treated differently because of the colour of their skin? What would these things be?	
	If your school did these things, how do you think it would help the person who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated,	

Timings	Key Questions	Notes and Prompts
	'disrespected', or bullied? PROBE FOR: enjoy school more, be happier, work harder, get better grades, feel safe, come to school more often etc	
	SCENARIO 2 – Disability **How would it make you feel if you knew someone at this school who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied because they had a disability?** MODERATOR FOR PRIMARY CHILDREN YOU MAY NEED TO GIVE SPECIFIC EXAMPLE, I.E. SOMEONE WHO IS IN A WHEELCHAIR OR SOMEONE WHO FINDS IT HARD TO LEARN AT SCHOOL. Why do you say that?	
	What would your school do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? How would that make you feel? Why?	
	Is there anything you think you or your mates/friends could do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? What would these things be?	
	If this was happening here, what more could the school do to stop children/young people (kids, pupils) being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied on because they have a disability? What would these things be?	
	If your school did these things, how do you think it would help the person who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? PROBE FOR: enjoy school more, be happier, work harder, get better grades, feel safe, come to school more often etc	
	SCENARIO 3 – Ability **How would it make you feel if you knew a girl or a boy at school who didn't get help from their teacher because the teacher felt the girl/boy wouldn't achieve their grades/exam results? Why do you say that?**	
	What would your school do to help this person get the support they needed?	
	Is there anything you think you or your mates/friends could do to help this person get the help they need? What would these things be?	
	If this was happening here, what more could the school do to stop children/young people (kids/pupils) from not being supported during lessons? What would these things be?	

Timings	Key Questions	Notes and Prompts
	If your school did these things, how do you think it would help the person who was not being supported? PROBE FOR: enjoy school more, be happier, work harder, get better grades, feel safe, come to school more often etc **SCENARIO 4 – Gender stereotypes** **How would it make you feel if you knew someone at this school who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied, because they were a girl, because they were a boy or because they were felt to be different from most people at school?** Why do you say that? **What would your school do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? How would that make you feel? Why?** **Is there anything you think you or your mates/friends could do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied?** What would these things be? **If this was happening here, what more could the school do to stop children/young people (kids, pupils) being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied or treated differently because of their gender?** What would these things be? **If your school did these things, how do you think it would help the person who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied?** PROBE FOR: enjoy school more, be happier, work harder, get better grades, feel safe, come to school more often etc **SCENARIO 5 – Gender stereotypes** **How would it make you feel if you knew a boy at this school who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied because he didn't behave, dress or maybe didn't like doing the types of things other boys do?** Why do you say that? **What would your school do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? How would that make you feel? Why?** **Is there anything you think you or your mates/friends could do to help this person from being ignored, left-out (excluded),**	

Timings	Key Questions	Notes and Prompts
	treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? What would these things be?	
	If this was happening here, what more could the school do to stop children/young people (kids, pupils) being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied because they might not behave, dress like doing the types of things other boys do? What would these things be?	
	If your school did these things, how do you think it would help the person who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? PROBE FOR: enjoy school more, be happier, work harder, get better grades, feel safe, come to school more often etc	
	SCENARIO 6 – Gender stereotypes **How would it make you feel if you knew a girl at this school who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied because she didn't behave, dress or maybe didn't like doing the types of things other girls do?** Why do you say that?	
	What would your school do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? How would that make you feel? Why?	
	Is there anything you think you or your mates/friends could do to help this person from being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? What would these things be?	
	If this was happening here, what more could the school do to stop children/young people (kids, pupils) being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied because they might not behave, dress like doing the types of things other girls do? What would these things be?	
	If your school did these things, how do you think it would help the person who was being ignored, left-out (excluded), treated differently, not treated fairly, not getting the same opportunities to get on, not as successful, discriminated, 'disrespected', or bullied? PROBE FOR: enjoy school more, be happier, work harder, get better grades, choose certain subject e.g. sciences, feel safe, come to school more often, participate in certain sports e.g. football.	

Timings	Key Questions	Prompts
	"SCENARIO 7" – Promising practice **School's example of promising practice provided through quantitative survey** *MODERATOR: In this section you are going to talk about and explore the work that the school has done to address inequality, which they told us about in the quantitative survey.* **Your school told us that they [INSERT EXAMPLE FROM QUANT WHEN AVAILABLE]** **Did you and your mates know anything about this? IF YES: Can you tell me about it in your own words** **Were you and your mates involved in this? IF YES: How were you involved? What did you think about it?** **Why do you think your school arranged this/did this?** **Do you think that it has changed anything at your school? For you and other pupils? PROBE FOR IMPACT OF ACTION TAKEN (POSITIVE OR NEGATIVE)** **e.g. feel less ignored, left-out (excluded), treated the same, treated fairly, getting the same opportunities to get on, being successful, not discriminated, 'respected', or less bullying.** **6. Summary** Thinking about the example(s) we've just talked about. Does this school/do the staff/grown-ups who work here/do the children and young people who come here do enough to make sure that children/young people (kids, pupils) who are different feel happy and safe, and like they belong? IF YES: How do you think that affects those children/young people (kids, pupils)? And how does it make the other children/young people (kids, pupils) who come here feel? IF NOT: How do you think that affects those children/young people (kids, pupils)? And how does it make the other children/young people (kids, pupils) who come here feel? Does that need to be sorted out? Why/why not? And what needs to happen to sort it out? Is there anything you would like to add that you feel is important which has not been covered during the interview? THANK PARTICIPANTS AND CLOSE	

EHRC
Views and experiences of senior leaders and teaching/support staff
Case Study discussion guide – FINAL (21/09/10)
Public sector equality duties and schools:
using the duties to improve pupil outcomes

Objectives:

The aim of the qualitative stage of the study is to find out in more detail what schools have done, and what they have achieved, as a result of implementing the equalities duties. The participating case study school has been identified as demonstrating promising practice with regards to this.

Outline of the research programme:

- 1 in-depth case study: this will involve Ipsos MORI speaking to senior leaders and other school staff (teaching and support), pupils, parents/carers (if appropriate), local authority staff (if appropriate) and potentially some representatives from community groups associated with the school.

- 12-15 less detailed examples/vignettes that will involve Ipsos MORI speaking with senior leaders in schools across England and Wales. We will endeavour to achieve at least two vignettes with schools in Wales (ideally one primary and one secondary school)

- All interviews will be conducted by 15th October 2010

- Each interview/depth for the vignettes to last between 45-60 minutes and will be conducted on the phone

- Each interview/depth for the case study to last between 60-80 minutes and will be conducted face-to-face

The key areas to explore with the respondent are:

- Brief description of school, especially pupil profile (background)

- General overview of school's approach to the equality duties

- What does the school understand to be the purpose of the equality duties and what does this mean for pupil outcomes? What drives the school to engage with and implement the equality duties and why? Has this always been the case? (mindset/typology stuff)

- Are they mainstreaming/embedding action on equality in their overall school practices i.e. in SDP/SEF, whether it forms part of performance management for senior leaders/teachers, part of training/CPD etc?

- Introduce the equality issue(s) we want to discuss with the respondent (from quant survey responses). Identify why this is an issue for the school and whether it's always been an issue or whether it's a more recent issue

- Discuss the process the school went through to identify the equality issue(s) and tackle the equality issues and how this relates to the equality duties

  o How did they identify the equality issues?

  o What role did the equality duties play in the identification of these?

  o What action did they take to identify and address the issues? (equality impact assessment, establish/review policy schemes; set targets; action planning; consultation; information and evidence gathering; information and evidence

review; development of specific actions or initiatives to tackle the equality issues)

- o What role did the equality duties play in the process/action taken? Trying to get at whether things the school did were things that always do or whether the duties encouraged them to adopt new practices or to review existing practices (i.e. widened consultation, new evidence gathered, new types of targets set. In particular, did the process/ action appear in an [race/ disability/ gender] equality action plan or was it identified through equality impact assessment)etc)

- What did they hope to achieve by tacking this action? (expectations for impact on pupil outcomes)?

- What have they actually seen or know to have been achieved as a result of taking this action? (actual impacts on pupil outcomes)

- How do they know that what they have done is having this impact on pupil outcomes?

  - o What have they got or do that enables them to measure and monitor the impact on pupil outcomes?

  - o Are these new or were they already in place?

- What would the school identify as the key success factors for the examples discussed – what made it work? What made it successful?

- What would the school differently the next time? Will this be reflected in their review of their equality schemes?

- What would help the school to more effectively identify and tackle equality issues in the future?

Timings	Key Questions	Notes and Prompts
5 mins	**1. Welcome and introduction** Thank participant for taking part. Introduce self, Ipsos MORI: independent research organisation (i.e. independent of GOVERNMENT and of EHRC) Outline purpose of the study, key objectives and why commissioned Outline purpose of the interview: ● Outline the research - emphasise that we will be talking about (the impact on pupil outcomes from public sector equality duties). ● Remind that they took part in quant and that the purpose of this interview is to discuss in more detail the key equality issues the school is addressing, IN PARTICULAR XXXX (refer to issues/work in verbatim used to select school for qualitative follow-up) ● How this ties in with the equality duties ● The processes they have followed ● The actions taken ● The impact that this is having on pupil outcomes Confidentiality: reassure all responses anonymous and that information about individuals will not be passed on to anyone, including EHRC. The school will not be identified in the research or the report Gather all opinions: all opinions valid, no right and wrong answers Get permission to digitally record – transcribe for analysis purposes, no detailed attribution	*Welcome: orientates participant, gets them prepared to take part in the interview.* *Outlines the 'rules' of the interview (including those we are required to tell them about under MRS and Data Protection Act guidelines).*
5 mins	**2. Background (personal and school context)** **I'd like to start by learning a little about you and your school** Can you tell me a bit about your role? What responsibilities do you have? PROBE: senior leadership team, teaching, support role. How long have you worked here? *IF SENIOR LEADERSHIP TEAM: PROBE: performance management, policies/schemes, action planning, monitoring, remedial action, dissemination.* And what is your responsibility/involvement for equality-related issues within your school? Can you tell me a bit about your school and the pupils? What would you say are the key characteristics of the school and your pupils? *PROBE: school type, number of students, catchment area, educational performance, pupil age, gender mix, disability mix, ethnic mix, cultural mix, English as a second language, any particularly pressing issues?*	*Aim: To understand respondents' role and how this fits with public sector equality duties. To gain an understanding of the pupil population, the school and the wider community in which the school sits.*

Timings	Key Questions	Notes and Prompts
10mins	**3. Understanding of and general approach to the equality duties** **I'd like to discuss the school's response to the duties and then the general approach to adhering to and embedding the equality duties within the school.** Can you tell me what you understand to be the purpose of the equality duties? What do you base your understanding on? PROBE: CPD, training, "message from the top", school governor. Can you explain how, if at all, the equality duties influence the work the school does to address equality issues? PROBE: Does the school have race/ disability/ gender/single equality actions plans, with SMART commitments? YES/NO IF YES: Did the school develop these commitments as a result of the equality duties or was this something you already had in place? So in response to the duties, can you briefly explain the key practices your school has pursued in order to adhere to and respond to the equality duties? MODERATOR NOTE: TAKE THEIR RESPONSES(S) AND PROBE IN DETAIL. PROBE: 1) set and review equality related targets – WHAT TARGETS? WAS THIS A NEW THING FOR THE SCHOOL? 2) equality scheme related action planning – YES/NO, WHY, WHO INVOLVED 3) equality impact assessment – YES/NO, WHEN, WHY, WHO INVOLVED 4) consultation with others, included protected groups – IF SO, WHO, HOW, WHY, HAS THIS DRIVEN CHANGE? 5) involvement and engagement with others, including protected groups (specifically with disability, though prompt for others) – IF SO, WHAT, HOW AND WHY 6) Information and evidence gathering – IF SO, WHAT, HOW AND WHY 7) Information and evidence review – IF SO, WHAT, HOW, WHY AND IMPLICATIONS 8) The development of specific actions or initiatives to tackle the equality issues – WHAT WERE THESE AND WHY THESE THINGS? In summary, to what extent have the equality duties shaped the work/actions you have just described? **Did these steps bring about change? What sort? What impact has it had? How do you know?**	***Aim:*** *to explore the school's 'journey' in responding to the duties. To gain a general feel on what has happened and the impact resulting from the duties.*
10 mins	**4. Embedding the duties in broader school practices and understanding the drivers of equality-related work in**	***Aim:*** *to explore the understanding*

Timings	Key Questions	Notes and Prompts
	schools **Moving on now to look at how else the duties might have been embedded within the school** To what extent would you say the equality duties are embedded within broader school policies/practices? Why do you say this? Has this always been the case? IF NO, why has this changed? Did the duties prompt this change? What broader school practices are the equality duties embedded in? (SEF, School Development or Improvement Plan, Action Plans, CPD, inspection preparation) What action has the school taken to embed such practices? PROBE: develop policy/plan/evaluation, set targets, staff appraisals etc. When taking decisions and carrying out general/broader school practices, does the school assess the impact these decisions/actions might have on equality groups? YES/NO IF YES: And has this driven change i.e. led to the decisions/actions being reviewed? What would you say are the key drivers of your school's equality-related work? (looking here to get at whether the duties drive their equality-related work or whether something else does or if a mix of factors). Have these always been the key drivers? IF NOT, why have they changed? What prompted the change? (Equality duties?) Are there other key drivers of your school's equality-related work? PROBE inspection (Ofsted), the community cohesion duty. What is the_most important driver for the school's actions taken in tackling equality-related issues? Why?	*of and key drivers of equality related work within schools*
10 mins	**5. Understanding how the school identified the equality issue it is choosing to address** **I'd now like to move on to discuss in detail the equality issue(s) you reported in the school's questionnaire response** *Moderator note: Describe in detail the equality issue and actions reported by the school in their questionnaire response (BASED ON VERBATIM FILE USED TO SELECT SCHOOL FOR QUALITATIVE RESEARCH)* How did the school identify that this equality issue should be an area for focus? How did it come to light? LOOKING HERE TO UNDERSTAND HOW THE SCHOOL IDENTIFIED THE ISSUE(S) TO FOCUS ON. PROBE: evidence, observations, feedback from pupil/staff, consultation, involvement, equality impact assessment, the process of writing a scheme/ policy made them more aware of or look more closely at the needs of pupils etc. Was this a new issue for the school or is it something the school has always had to try and address? IF NEW: was there anything you can think of that caused this	***Aim:** to focus the participant on the equality related issue the reported in the quant survey and to understand how they account for this.*

Timings	Key Questions	Notes and Prompts
	to be a new issue? Did they school do anything differently from before which meant it identified this as an equality issue?	
	In your opinion, did the equality duties in any way play a role in helping your school to identify this/these particular equality issues? Why? Why not? PROBE: did the equality duties encourage your school to think about the issue from a different perspective?	
	Would the school have identified the equality issue(s) without the equality duties? How?	
15 mins	**6. Understanding the processes the school pursued to promote and tackle the equality issue(s)**	*Aim: To explore the processes the school went through in order to identify and address the equality-related issue(s).*
	I'd now like to discuss the processes and actions taken by the school to tackle the equality issue(s) and how this/these action(s) relates to the equality duties	
	Having identified that [SAY WHAT EQUALITY ISSUE IS] was an issue for some pupils at your school, what specific actions and processes did your school follow in order to tackle the issue?	
	SO FOR EXAMPLE, I'D LIKE TO KNOW AS FAR AS POSSIBLE, THE KEY STEPS YOUR SCHOOL TOOK FROM THE POINT OF IDENTIFYING THE ISSUE, TO MAKING ANY CHANGES, THROUGH TO IDENTIFYING WHETHER THE CHANGE HAD AN IMPACT ON PUPIL OUTCOMES	
	MODERATOR NOTE: TAKE THEIR RESPONSES(S) AND PROBE IN DETAIL.	
	PROBE:	
	1) establish/review equality policy and schemes – YES/NO, WHY, WHO INVOLVED	
	2) set equality related targets – WHAT TARGETS? WAS THIS A NEW THING FOR THE SCHOOL?	
	3) equality scheme related action planning – YES/NO, WHY, WHO INVOLVED	
	4) equality impact assessment – YES/NO, WHEN, WHY, WHO INVOLVED	
	5) consultation with others, included protected groups – IF SO, WHO, HOW, WHY, HAS THIS DRIVEN CHANGE?	
	6) Involvement and engagement with others, including protected groups – IF SO, WHO, HOW, WHY, HAS THIS DRIVE CHANGE?	
	7) Information and evidence gathering – IF SO, WHAT, HOW AND WHY	
	8) Information and evidence review – IF SO, WHAT, HOW, WHY AND IMPLICATIONS	
	9) The development of specific actions or initiatives to tackle the equality issues – WHAT WERE THESE AND WHY THESE THINGS?	

Timings	Key Questions	Notes and Prompts
	Thinking about all of these steps/actions you have just discussed, to extent has this driven change within the school?	
	What role did the equality duties play in the process/actions taken? Why do you say that?	
	To what extent have the equality duties shaped the way your school has tackled this/these equality issues?	
	Are any of the steps/actions/processes you have just described different to what you would have done if the equality duties were not in place? WHY? IF YES: In what ways? PROBE: widened consultation, new evidence gathered, new types of targets, etc.	
	Are there any other ways in which the duties encouraged the school to adopt new practices or review existing practices? IF YES: Please explain	
	IF NEW WAYS OF WORKING: Has this new way of looking at or doing things been reflected when revising equality schemes? YES/NO	
	IF YES: How has this been reflected?	
10 mins	**7. Understand the impact of equality-related work on pupil outcomes** **I'd now like to discuss the impact from the actions/activities undertaken on pupil outcomes** *Moderator note: we may have some understanding of the intended impact based on their quant responses.* Thinking about the equality issue, the pupils it affected and the actions you have described that the school took to address this…. What would you say the school hoped/expected the impact would be on pupil outcomes? What pupil outcomes were you trying to effect? PROBE: attainment, reported bullying, accessibility, pupil happiness, levels of exclusions, participation (lessons, extra-curricular etc), pathways post school, choice of careers, pregnancy, pupil confidence, respect and so on And now that your school has started to tackle the equality issue, what would you say are the <u>actual</u> impacts on pupil outcomes? PROBE: attainment, reported bullying, accessibility, pupil happiness, levels of exclusions, participation (lessons, extra-curricular etc), pathways post school, choice of careers, pregnancy, pupil confidence, respect and so on How do you know that the action your school has or is taking to tackle this equality issue is having this impact on pupil outcomes? PROBE FOR HOW MEASURING AND MONITORING IMPACT. *PROBE: tools, procedures, systems.* Explore in detail. What processes does the school have for measuring and monitoring the impact on pupil outcomes?	*Aim: To understand the impact from the process undertaken and the difference made to pupil outcomes*

Timings	Key Questions	Notes and Prompts
	What ones were already in place? Are any of these practices new? Why these? IF NEW THEN ASK: What difference have these new tools, procedures, systems made to the school? *PROBE: measure positive impact on pupil outcomes.* To what extent can you be sure that the impact(s) resulted from the equality duties actions? How do you know this? Finally, to what extent have the equality duties helped foster: • Improved relations • Promoting positive attitudes in school • Tackling prejudice and stereotyping • Encouraging participation in public life (e.g. school. Councils, youth forums) Why do you say that? How do you know?	
5 mins	**8. Learning and success factors** **Thinking now about everything we have discussed and in particular, the actions and processes the school went through to tackle the equality issue(s)** What would you identify as the key success factors that are driving the positive impact on pupil outcomes? *PROBE: updated/revised equality scheme/policies etc, re-designed equality-related actions/activities.* What were the key enablers? PROBE: leadership, CPD etc. What made it work? Who made it work? What were the barriers i.e. the things that made it difficult to implement the change needed to tackle the equality issue(s)? *PROBE: resourcing, staff commitment, cultural change, etc.* How did they impact on the process? How were they overcome? Would the school do something differently next time to address the same equality issue(s)? Why? How would that make a difference on pupil outcomes? Why? Looking to the future, what else would help the school more effectively identify and tackle equality issues? *PROBE: a greater understanding of the equality duties, a more proactive approach to addressing equality-related issues, making the link between the equality duties and pupil outcomes.*	*Aim: To understand the lessons learned from the process and actions undertaken and the success factors that have resulted in addressing the equality related issue and contributed towards a positive impact on pupil outcomes.*
5 mins	**9. Summary** **What one or two message(s) should we take back to the EHRC about how the equality duties can create a positive impact on pupil outcomes?** Finally, to what extent would you say the entire process has prepared you/your school for the planned legislative changes in 2011 and the implementation of the Single Equality Duty? Why do you say that? Is there anything you would like to add that you feel is important which has not been covered during the interview? THANK PARTICIPANT AND CLOSE	*Aim: Summarise the key messages from the discussion and to understand to what extent the school/respondent feel prepared for the 2011 legislation changes*

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www.equalityhumanrights.com

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This report is the first systematic review to be conducted of the equality duties in schools in England and Wales. It provides a set of baseline statistics which indicate the extent to which schools were implementing the duties and improving pupil outcomes that will be helpful when implementing the new Public Sector Equality Duty (PSED).

WHAT IS ALREADY KNOWN ON THIS TOPIC:
- No comprehensive research into how schools in England and Wales have implemented the pre-existing three equality duties (for gender, disability and race) has been conducted previously.
- Some studies have investigated aspects of compliance with the disability and race equality duties. A 2009 study by Beckett et al. found 'slow' and 'patchy' progress on the Disability Equality Duty in English primary schools. A study by Estyn in Wales published in 2009 found that most schools that have a significant number of pupils from ethnic minorities also have race equality action plans, and teachers in these schools promote race equality and diversity as part of these. Only a minority of schools had action plans for racial equality that were clearly linked to targets and actions in their school development plans.

WHAT THIS REPORT ADDS:
- The majority of schools are engaged with the importance of equality and there are clear signs that the duties are having some impact on their actions and pupil outcomes; this is good news.
- Most schools have a single equality policy/scheme that incorporates gender, disability and race equality.
- The majority of schools could identify improved outcomes for pupils. Almost three-quarters of schools (73 per cent) were able to attribute an improvement in ethnic minority pupil outcomes to the Race Equality Duty; this is lower than the equivalent findings for disabled pupils (77 per cent) and male pupils (75 per cent) but slightly higher than that for female pupils (69 per cent).
- When developing equality duty-related plans and policies, schools are most likely to consult teaching staff, governors and parents or carers. Less than half reported consulting pupils.
- Schools need to be made much more aware of the introduction of the new PSED and what it will mean for them. The vast majority of schools believed that a lot or a little more training or continuing professional development is needed.

Equality and Human Rights Commission