



# Equality Duties Framework

## Equalities Review 2023-24

### Equalities Objectives 2024-25

Audience:	Parents/carers School staff (in particular Heads, Senior Leadership Teams and inclusion/related managers or similar) Local Governing Bodies Trustees Cluster Boards
Approved:	Local Governing Body (LGB) – November 2024
Other related policies:	Most other education and HR policies
Policy owner:	Anna Thompson, Head of Governance & Policy
Policy model:	Principles: this means REACH2 schools can use this framework directly <u>or</u> maintain their own documentation, ensuring at the next opportunity that this aligns with REACH2 principles set out here
Review:	every 4 years minimum, as an overall framework (with <u>annual</u> review of progress towards the chosen objectives)
Version number:	1.0 (July 2017)

# REAch2 Equalities Duty Framework

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:



## **OVERVIEW**

### **Overarching Principles**

- In REAch2, both as an overall Trust and as individual academies, we are committed to at least meeting and, in many respects, going beyond the minimum requirements in equality legislation. Many of our schools serve diverse and/or disadvantaged communities; and, as a Trust, we have chosen to be primary-only because we know how important the earliest years of learning and engagement are for our pupils. All this reflects our fundamental belief that education must increase equality of life chances – as captured in our Touchstones of inclusion, enjoyment, inspiration and learning set out on p.2.
- We believe in equality for all, not just those sharing characteristics that are ‘protected’ within the law (see under Definitions section below). Just as important for us is, for example, equality for those from socially and/or economically disadvantaged backgrounds, or with English as an additional language.
- We see positive action for equality as providing tangible benefits for all the stakeholders in and around our schools, particularly pupils, staff and parents/carers (see section on Intended impact below).
- In our experience, action for equality works best where it’s an integrated part of planning and delivery, not just some kind of ‘bolt on’. At school level, therefore, equality objectives are likely to mirror or draw directly on key aspects of the Self-Evaluation Summary, the School Development Plan, Pupil Premium action plans and work to realise Visual Learning (see under Definitions section below).
- Key information, including about specific equalities objectives, will be published on the REAch2 website and/or every academy’s website and will be made available in other formats on request.

### **Intended impact**

For pupils, we expect action on equalities as set out in this framework to deliver improving outcomes for all children, with accelerated improvements for pupils in vulnerable groups and/or sharing ‘protected characteristics’. We also expect pupils to benefit from equality being a key driver in our learning provision much more widely, developing the ‘whole child’ over time including through curriculum innovation and enrichment activities such as REAch2’s 11 before 11.

For staff, we believe that positive action for equality makes its own business case, by helping to ensure that our organisation taps into all the skills and talent available. We expect action on equalities as set out in this framework and reflected in our Human Resources (HR) policies and practices to mean that: we promote equality of opportunity and diversity across our workforce; our workforce is increasingly representative of the communities we serve; we recognise and value the differences and individual contribution that people make; we work in an environment free from discrimination, bullying and harassment; and we provide support and encouragement to staff to develop their careers and increase their contributions to the organisation through the enhancement of their skills and abilities.

We expect parents/carers to benefit from their children's outcomes and development but also more broadly through them and their children being part of an inclusive community. We would not expect to be able to gauge this impact in measurable terms.

### **Roles & Responsibilities**

- REAch2 schools will: ensure they go beyond minimum legal requirements by developing and implementing equalities action in line with the key principles in this framework.
- REAch2 central staff will: support our academies in delivering on this expectation, while also embedding equalities in the work of the central team.
- REAch2 non-executives will: support and challenge us at every level, particularly local governors in relation to individual schools, to be ambitious, committed and effective in relation to our equalities actions.

### **How this relates to national guidance & requirements**

Under the Equality Act 2010, schools are subject to the requirements placed on public bodies in England. This means we must:

- have regard to the three aims of the general equality duty:
  1. eliminate discrimination, harassment and victimisation
  2. advance equality of opportunity between people with/without protected characteristics (see list in the Definitions section below)
  3. foster good relations between people with/without those characteristics.
- carry out specific duties:
  4. publish information annually about protected characteristics in relation to employees and those affected by our policies and practices
  5. set and review at least one specific, measurable equality objective at least every 4 years.

It is recommended that the specific duties are reflected in a separate document for ease of demonstrating compliance, but there is no requirement for the equality objectives in substance to be separate from, or additional to, our wider planning and delivery. Indeed, as set out in our principles we believe integrating equalities into our core school improvement and continuous professional development processes is the best way to advance equality effectively.

More information is made available by the Equality and Human Rights Commission, including in this comprehensive guidance: [www.equalityhumanrights.com/sites/default/files/psed\\_essential\\_guide\\_-\\_guidance\\_for\\_english\\_public\\_bodies.pdf](http://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf)

### **Any key definitions**

“Protected characteristics” - under the Equality Act 2010, these are: age; being or becoming a transsexual person; being married or in a civil partnership (note only the first equality aim above applies in legislation here); being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion, belief or lack of religion/belief; sex/gender; and sexual orientation.

## **PRINCIPLES AND IMPLEMENTATION IN MORE DETAIL**

### **A. Requirement to have equality objectives**

Our schools will set their own objectives (all of them specific and measurable), wherever possible directly drawing on aspects of their Self-Evaluation Summary, School Development Plan, Visual Learning plans and/or Pupil Premium action plans/statements. Annex 1 provides a possible format. Head Teachers and Senior Leadership Teams will discuss proposed objectives with their Local Governing Body who should approve the final objectives and be directly involved in reviewing progress against them at least annually. Ideally, the objectives themselves should not be changed every year, in order to assess/demonstrate progress over time – though changes can of course be made where new school improvement or wider priorities emerge, including where these are identified by a new Head Teacher and/or Chair of Governors.

In most circumstances, we expect our schools to set at least three objectives:

- One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of their pupils compared to the national average; this will help to ensure that schools take action which will have an impact on a significant scale.
- One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn ‘gaps’ in outcomes are in schools with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
- One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the ‘whole child’, whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

### **B. Requirement to progress the general duty to have regard to equalities**

The Trust will ensure that equality and inclusion are fully factored into the new arrangements for induction of new REAch2 staff, whether based in school or in our central team, with a focus on prompting every individual to think through how their role – no matter what it is – tangibly impacts on equality of opportunity for our pupils, staff, parents/carers or wider communities.

### **Communications/transparency**

Information compiled for section A above and the objectives maintained for section B above will be published on the REAch2 and/or individual school websites, and will also be made available in hard copy on request (to the REAch2 or school office). Schools may wish to consider also making this information available in relevant community languages and/or via on-line translation services.

## Annex 1:

### Review of Equality Objectives (2023-24) Kemsley Primary Academy

Date objectives were approved by the HT & LGB: November 2023

Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
<p>1. To ensure all pupils are given the opportunity to share their views, opinions and ideas through pupil voice and pupil councils.</p> <p>2. To link British Values intrinsically to our ethos, PSHRE programme and awareness days.</p>	<p>Given greater opportunities to meet, discuss and lead, our school councils will more quickly drive improvements within their specified areas.</p> <p>Pupils do not yet have an in-depth understanding of British Values. Teaching British values to children improves their spiritual, moral, social, and cultural (SMSC) development and promotes moral and cultural understanding that celebrates the diversity of the UK.</p>	<p>SEF SDP Pupil Voice PSHRE Curriculum Plan 11b411 plan SMSC Plan Extra-curricular club schedule Trips Schedule</p>	<p>School councils were able to meet more frequently this academic year, which led to greater pupil voice collection. Subject leaders, SLT and governors continue have a clear understanding of pupils’ views, thoughts and feelings about their school, through regular collection of pupil voice during learning walks and visits.</p> <p>Councils include: School Council, Anti-bullying Ambassador Council, Eco-Council, Sports Council &amp; Digital Leaders</p> <p>Awareness days &amp; links to the curriculum continue to ensure that British Values are beginning to embed within the culture of the school.</p>
<p>3. To increase awareness and understanding of prejudiced based incidences such as racism and microaggressions with the whole school community.</p> <p>4. To ensure disadvantaged pupils receive tailored teaching and learning to meet their needs and help them learn more and remember more.</p>	<p>Staff and pupils are growing in confidence with how to manage racist or homophobic incidences, but this is not yet embedded.</p> <p>Attainment data shows the gap between disadvantaged and non-disadvantaged pupils is closing:</p> <ul style="list-style-type: none"> <li><i>Closing the gap in attainment between disadvantaged (61.5% - 2024) and non-disadvantaged (53.3% -2024) achieving EXP+ in RWM combined at end of KS2– this has improved considerably since last year when only 54% of disadvantaged pupils and 87% of non disadvantaged pupils achieved EXP+ combined in RWM at end of KS2.</i></li> </ul>	<p>SEF SDP Pupil Voice Staff Voice Pupil Premium Strategy &amp; Plan Pupil Premium Review (2023-24) PSHRE Curriculum Plan Headteacher’s Reports Training Matrix Attainment Data</p>	<p>Staff say that they feel better able to identify and manage micro-aggressions, including racism, but not always sure how to identify/manage homophobic bullying.</p> <p>61.5%of PP pupils achieved EXP+ in Reading, Writing and Maths combined in KS2 SATs.</p> <p>GD combined at KS2 3.4%.</p> <p>60% of PP pupils achieved WA for Phonics Screening in Y1 June 2024.</p> <p>Although attainment for PP pupils in phonics was slightly lower than last year (one pupil less), progress from their relative starting points is very good.</p>

<p>5.To promote equality and diversity through a rich range of curriculum opportunities.</p> <p>6. To develop a broad and balanced curriculum where pupils are given opportunities to develop their skills and knowledge in all subject areas, as well as their mental wellbeing and their physical fitness.</p>	<p>To allow pupils to see themselves in the heroes that we champion, including minor ethnic groups.</p> <p>Attainment data shows the gap between boys and girls is closing:</p> <ul style="list-style-type: none"> <li><i>In RWM combined, at end of KS2 58% of boys &amp; 81% of girls achieved EXP+ in July 2023. However, in 2024, 61.5% of boys and 53.3% of girls achieved EXP+ in RWM combined at end of KS2 in July 2024.</i></li> <li><i>In June 2023, 90.9% of girls and 66.7% of boys met GLD in Early Years. However, in June 2024, 80% of girls and 77.8% of boys met GLD in Early Years.</i></li> </ul> <p>Since lockdown, many pupils require additional support to identify with their feelings and coregulate. Over lockdown, pupils also missed opportunities to fully develop their skills and understanding in broader curriculum areas such as PE and Geography &amp; History.</p>	<p>SEF SDP Pupil Voice Staff Voice Pupil Premium Strategy &amp; Plan Pupil Premium Review (2023-24) Headteacher’s Reports Attainment Data Reading Spine Curriculum Plans 11b411 plan SMSC Plan Extra-curricular club schedule Trips Schedule Behaviour Tracker</p>	<p>Pupils’ aspirations have grown and they are beginning to realise that it’s not that ‘they can’t do something’ it’s that ‘they can’t do it <b>yet!</b>’ Pupils growth mind-set and resilience is continuing to grow.</p> <p>Y5 &amp; Y6 pupils attended a Careers Fayre which included STEM events.</p> <p>Curriculum is now championing those from minor ethnic backgrounds as well as celebrating all faiths and none. All pupils are able to see themselves in the RE curriculum and Reading curriculum in particular.</p> <p>Subject leaders have received leadership training and bespoke subject leadership training, as well as mentoring and coaching.</p>
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## ANNEX 2: Equality Objectives (2024-25) Kemsley Primary Academy

Date objectives were approved by the HT & LGB: November 2024

Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
<p>1. To ensure all pupils are given the opportunity to share their views, opinions and ideas through pupil voice and pupil councils.</p> <p>2. To link British Values intrinsically to our ethos, PSHRE programme and awareness days.</p>	<p>Given greater opportunities to meet, discuss and lead, our school councils will more quickly drive improvements within their specified areas.</p> <p>Continue to embed British Values within the school culture so pupils have an in-depth understanding of them. Teaching British values to children improves their spiritual, moral, social, and cultural (SMSC) development and promotes moral and cultural understanding that celebrates the diversity of the UK.</p>	<p>SEF SDP Pupil Voice PSHRE Curriculum Plan</p>	
<p>3. To increase awareness and understanding of prejudiced based incidences such as racism and microaggressions with the whole school community.</p> <p>4. To ensure disadvantaged pupils receive tailored teaching and learning to meet their needs and help them learn more and remember more.</p>	<p>Staff and pupils are growing in confidence with how to manage racist or homophobic incidences, but this is not yet embedded. Anti-bullying ambassadors continue to embed an anti-bullying culture and promote the celebration of diversity.</p> <p>Attainment data shows that there is still a gap between non-disadvantaged pupils and disadvantaged pupils:</p> <p>44.4% of PP pupils achieved GLD in June 2023 57.1% of PP pupils achieved GLD in June 2024 60% of PP pupils pass Phonics Screening in June 2024 vs 89.5% of non PP pupils.</p>	<p>SEF SDP Pupil Voice Staff Voice Pupil Premium Strategy &amp; Plan Pupil Premium Review (2024--25) PSHRE Curriculum Plan Headteacher's Reports Training Matrix</p>	
<p>5. To promote equality and diversity through a rich range of curriculum opportunities.</p> <p>6. To develop a broad and balanced curriculum where pupils are given opportunities to develop their skills and knowledge in all subject areas, as well as their mental wellbeing and their physical fitness.</p>	<p>To allow pupils to see themselves in the heroes that we champion, including minor ethnic groups.</p> <p>Many pupils require additional support to identify with their feelings and co-regulate. Through 11b411 promises, pupils will experience 11 amazing experiences before they leave Kemsley Primary Academy.</p>	<p>SEF SDP Pupil Voice Staff Voice Pupil Premium Strategy &amp; Plan Pupil Premium Review (2024-25) Headteacher's Reports</p>	