



Equality Duties Framework

Equalities Review 2024-25

Equalities Objectives 2025-26

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 2025
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/pseud_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 (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>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 Annual Safeguarding Report Sept 24 Annual SEN Report Nov 24 Pupil Voice PSHRE Curriculum Plan 11b411 plan SMSC Plan Extra-curricular club schedule Trips Schedule</p>	<p>School councils were able to meet throughout this academic year, but next year we would like to increase the frequency of this. Subject leaders, SLT and governors have developed a clearer understanding of pupils' views, thoughts and feelings about their school, through regular collection of pupil voice during learning walks and monitoring visits.</p> <p>Councils include: School Council, Anti-bullying Ambassador Council, Eco-Council, Sports Council & Digital Leaders – next year (2025-26) Antbullying Ambassadors will also be taken on by the role of school councillors – this will allow for more meetings to take place.</p> <p>Awareness days & links to the curriculum continue to ensure that British Values are beginning to embed within the culture of the school.</p> <p>Pupil Parliament sessions allowed for two pupils in Y6 meet with other pupils in Cluster 8 to discuss and debate highly topical issues. At the end of the sessions, Cluster 8 Pupil Parliament voted on who should attend actual Parliament in London. One of our pupils was chosen by Cluster 8 to attend and did so. This pupil spoke to confidently and eloquently about their time and experience at Kemsley and as a pupil of a REAch2 school, that they were personally invited to return to London by the CEO of REAch2, Cathie Paine CBE, attend the Board of Trustees meeting to discuss her experiences with Trustees of REAch2.</p>

<p>3. To increase awareness and understanding of prejudiced based incidences such as racism and microaggressions with the whole school community.</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>SEF SDP Annual Safeguarding Report Sept 24 Annual SEN Report Nov 24</p>	<p>Staff say that they feel better able to identify and manage micro-aggressions, including racism, but still lack confidence in identifying/managing homophobic bullying.</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>Attainment data shows the gap between disadvantaged and non-disadvantaged pupils is closing:</p> <ul style="list-style-type: none"> <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> 	<p>Pupil Voice Staff Voice Pupil Premium Strategy & Plan Pupil Premium Review (2023-24) PSHRE Curriculum Plan Headteacher’s Reports Training Matrix Attainment Data</p>	<p>61.5% of PP pupils achieved EXP+ in Reading, Writing and Maths combined in KS2 SATs in July 2024, whilst only 50% of PP pupils achieved EXP+ in Reading, Writing and Maths in KS2 SATs in July 2025. It is important to note, that this cohort had endured tremendous disruption to their education in Year 5 and had worked incredibly hard to achieve 56.7% EXP+ in RWM combined as a cohort.</p> <p>GD RWM combined at KS2 totalled 3.4% in July 2024, whilst 6.6% of pupils achieved GD RWM combined in July 2025.</p> <p>71.4% of PP pupils achieved EXP+ in Reading whilst 68.8% of non-PP pupils achieved EXP+ in Reading. (July 2025) This shows that PP pupils outperformed non-PP pupils in Reading.</p> <p>71.4% of PP pupils achieved EXP+ in Writing whilst 75% of non-PP pupils achieved EXP+ in Writing (July 25) showing that this gap in performance is narrowing.</p> <p>57.1% of PP pupils achieved EXP+ in Mathematics whilst 68.8% of non-PP pupils achieved EXP+ in Mathematics (July 2025). This demonstrates that our focus needs to be narrowing the gap within Mathematics – between PP and non-PP.</p> <p>60% of PP pupils achieved WA for Phonics Screening in Y1 June 2024, whilst 71.4% of PP pupils achieved WA in Y1 in June 2025. This has shown that PP pupils’ achievement within Phonics is improving, especially since their starting points, showing that the Great Reading Strategy is having an impact.</p> <p>Over the past 4 years, achievement in Phonics for Y1 pupils has continued to improve: 66.6% (June 2022), 74% (June 2023) 79.3% (June 2024) & 86.6% (June 2025).</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"> <i>In RWM combined, at end of KS2 61.5% of boys and 53.3% of girls achieved EXP+ in RWM combined at end of KS2 in July 2024.</i> <i>However in July 2025, at end of KS2 only 47.1% of boys and 69.2% of girls achieved EXP+ in RWM combined. This cohort had significant disruption to their education in Y5.</i> <i>In June 2024, 80% of girls and 77.8% of boys met GLD in Early Years.</i> <i>However in June 2025, 30% of boys and 95% of girls achieved EXP+ in RWM combined. Not only was this class girl heavy, but 7/10 boys are SEN.</i> <i>In June 2024 64.7% of boys and 100% of girls in Y1 achieved WA in Phonics.</i> <i>However in June 2025, 80% of girls and 90% of boys in Y1 achieved WA in Phonics – Gap Closing</i> <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 & History.</p>	<p>SEF SDP Annual Safeguarding Report Sept 24 Annual SEN Report Nov 24 Pupil Voice Staff Voice Pupil Premium Strategy & 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 yet!’ Pupils growth mind-set and resilience is continuing to grow.</p> <p>Y5 & 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 (2025-26) Kemsley Primary Academy

Date objectives were approved by the HT & LGB: November 2025

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. (School Council to take on the role of Antibullying Ambassadors).</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 Annual Safeguarding Report Sept 25 Annual SEN Report Nov 25 Pupil Voice PSHRE Curriculum Plan 11b411 plan SMSC Plan Extra-curricular club schedule Trips Schedule</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 63.6% of PP pupils achieved GLD in June 2025</p> <p>60% of PP pupils pass Phonics Screening in June 2024 vs 89.5% of non PP pupils.</p>	<p>SEF SDP Annual Safeguarding Report Sept 25 Annual SEN Report Nov 25 Pupil Voice Staff Voice Pupil Premium Strategy & Plan Pupil Premium Review (2024--25) PSHRE Curriculum Plan Headteacher's Reports Training Matrix</p>	

	<p>71.4% PP pupils pass Phonics Screening in June 2024 vs 91.3% of non-PP pupils.</p> <p>61.5% of PP pupils achieved EXP+ in Reading, Writing and Maths combined in KS2 SATs in July 2024, whilst only 50% of PP pupils achieved EXP+ in Reading, Writing and Maths in KS2 SATs in July 2025. It is important to note, that this cohort had endured tremendous disruption to their education in Year 5 and had worked incredibly hard to achieve 56.7% EXP+ in RWM combined as a cohort.</p> <p>GD RWM combined at KS2 totalled 3.4% in July 2024, whilst 6.6% of pupils achieved GD RWM combined in July 2025.</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 exceptional experiences before they leave Kemsley Primary Academy.</p>	<p>SEF SDP Annual Safeguarding Report Sept 25 Annual SEN Report Nov 25 Pupil Voice Staff Voice Pupil Premium Strategy & Plan Pupil Premium Review (2024-25) Headteacher's Reports</p>	