



Equality Duties Framework

Audience:	Parents/carers School staff (in particular Heads, Senior Leadership Teams and inclusion/related managers or similar) Local Governing Bodies Trustees Regional Boards
Approved:	Local Governing Body (LGB) – 31 st March 2021 (delayed due to COVID)
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:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

Contents

	Page
OVERVIEW	3
Overarching principles	3
Intended impact	3
Roles and responsibilities	4
How this relates to national guidance and requirements	4
Any key definitions	4
PRINCIPLES AND IMPLEMENTATION IN MORE DETAIL	6
ANNEXES	7
Annex 1: suggested format for equality objectives	7

REAch2 equalities duty framework



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

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

Contents

	Page
OVERVIEW	3
Overarching principles	3
Intended impact	3
Roles and responsibilities	4
How this relates to national guidance and requirements	4
Any key definitions	4
PRINCIPLES AND IMPLEMENTATION IN MORE DETAIL	6
ANNEXES	7
Annex 1: suggested format for equality objectives	7

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

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: The Palmer Academy Equality Objectives



Date objectives were approved by the Headteacher and the Local Governing Body: 31st March 2021

Date of most recent review: Sept 2023 third objective changed based on new priority.

Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress										
<p>Raise the attainment of SEND pupils in all year groups and diminish the attainment gap with non-SEND and other key groups.</p> <ul style="list-style-type: none"> All SEND pupils read an ability appropriate book daily and read with a member of staff 3 times a week. All SEND pupils received in class and specific support which enables them to make progress alongside their peers. Interventions and feedback enable pupils to make progress against their starting points and diminish the attainment gap. Attendance of SEND pupils is at or above the national average. <p>Measurable evidence: pupil reading records, pupil exercise books, pupil individual learning plans, staff planning and records, SLT monitoring, attendance and punctuality data, national attainment data, internal attainment data (informed by standardised assessments).</p>	<p>2018/19: At the end of KS2 Reading: 44% of 17/55 SEND Support pupils achieved expected standard (national: 73%). 0% achieved the higher standard (national: 27%) Writing: 56% achieved expected standard (national: 78%). 0% achieved the higher standard (national: 20%). Maths: 61% achieved expected standard (national: 79%). 11% achieved the higher standard (national: 27%)</p> <p>2019/20: The progress and attainment of SEND pupils has been disproportionately affected by the COVID-19 pandemic.</p> <p>2020/21: September 2020 internal baseline data for all SEND pupils:</p> <table border="1" data-bbox="638 1273 1176 1409"> <thead> <tr> <th>Yr Grp</th> <th>No.</th> <th>Reading ARE+</th> <th>Writing ARE+</th> <th>Maths ARE+</th> </tr> </thead> <tbody> <tr> <td>Y1-6</td> <td>65</td> <td>14% vs 46%</td> <td>6% vs 24%</td> <td>14% vs 40%</td> </tr> </tbody> </table>	Yr Grp	No.	Reading ARE+	Writing ARE+	Maths ARE+	Y1-6	65	14% vs 46%	6% vs 24%	14% vs 40%	<p>SDP SES Individual Pupil IEPs</p>	<p>July 2024: <i>There are improvements in the use of scaffolds in class to support all children access their learning. There is a consistent use of widgets to support the teaching of vocabulary.</i></p> <p><i>There is good practice with teachers implementing IEP targets within provision, however further support is needed to improve consistency with new staff.</i></p> <p><i>The cohort of SEND are different that in 2021 when this was identified as an objective and there is a greater proportion of Speech and Language and children with global delay.</i></p> <p>Whole School Data Shows improvements from 2021: 36% SEND achieving expected in Reading 17% SEND achieving expected in Writing 33% SEND achieving expected in Maths</p>
Yr Grp	No.	Reading ARE+	Writing ARE+	Maths ARE+									
Y1-6	65	14% vs 46%	6% vs 24%	14% vs 40%									

	<table border="1"> <tr> <td>Y1</td> <td>10</td> <td>10%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y2</td> <td>11</td> <td>27%</td> <td>0%</td> <td>27%</td> </tr> <tr> <td>Y3</td> <td>12</td> <td>9%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y4</td> <td>14</td> <td>14%</td> <td>21%</td> <td>29%</td> </tr> <tr> <td>Y5</td> <td>9</td> <td>11%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>Y6</td> <td>9</td> <td>11%</td> <td>0%</td> <td>11%</td> </tr> </table>	Y1	10	10%	0%	0%	Y2	11	27%	0%	27%	Y3	12	9%	0%	0%	Y4	14	14%	21%	29%	Y5	9	11%	11%	11%	Y6	9	11%	0%	11%		
Y1	10	10%	0%	0%																													
Y2	11	27%	0%	27%																													
Y3	12	9%	0%	0%																													
Y4	14	14%	21%	29%																													
Y5	9	11%	11%	11%																													
Y6	9	11%	0%	11%																													
<p>Raise the attainment of disadvantaged boys reading in all year groups and diminish the attainment gap with non-disadvantaged boys and girls.</p> <ul style="list-style-type: none"> All disadvantaged boys read an ability appropriate book daily and read with a member of staff 3 times a week. All disadvantaged boys read widely and often and show an interest in a genre, author or particular book or series. They are able to talk with knowledge and enthusiasm. Where necessary, disadvantaged boys receive in class and specific support which enables them to make progress alongside their peers. Interventions and feedback enable pupils to make progress against their starting points and diminish the 	<p>2018/19 End of Key Stage 2 33% of boys (vs 69% nationally) achieved expected standard in reading. 60% of disadvantaged boys (9/15) did not achieve expected standard in reading.</p> <p>2019/20: The engagement, attainment and progress of disadvantaged boys has been disproportionately affected by the COVID-19 pandemic.</p> <p>2020/21: September 2020 internal baseline data: 52/318 Y1-6 pupils are disadvantaged boys. Autumn Term 2020 Baseline at or above ARE: Whole School: 25% (vs Girls 47% and non-dis boys 36%) Y1 (10 pupils): 10% Y2 (3 pupils): 33% Y3 (4 pupils): 25%</p>	<p>SDP SES</p>	<p>July 2024: <i>This is an improving picture. 55% of disadvantaged boys achieved expected standard in Reading across the whole school. Vs 25% across the whole school in 2021.</i></p> <p><i>At the end of KS2 (Year 6) 80% (4/5) of disadvantaged boys achieved expected standard in Reading.</i></p> <p>Year 5 : 54% Year 4 : 44% Year 3 : 50% Year 2 : 55%</p>																														

<p>attainment gap.</p> <ul style="list-style-type: none"> Attendance of disadvantaged boys is at or above the national average. <p>Measurable evidence: pupil reading records, pupil exercise books, pupil individual learning plans, staff planning and records, SLT monitoring, attendance and punctuality data, national attainment data, internal attainment data (informed by standardised assessments).</p>	<p>Y4 (13 pupils): 15% Y5 (14 pupils): 29% Y6 (8 pupils): 50%</p> <p>Rationale: the attainment and progress over time shows that disadvantaged boys continue to lag behind both their disadvantaged and non-disadvantaged peers in reading.</p>		
<p>(Sept 23) To eliminate incidents of discrimination of protected characteristics.</p> <ul style="list-style-type: none"> Staff receive training on protected characteristics and how to teach it through the curriculum. Through the Palmer curriculum, pupils are aware of protected characteristics. They are able to identify and talk about these. Pupils are able to identify what discrimination is and how to address and challenge it. <p>Evidence, including measurable evidence: Behaviour tracking. Staff, Pupil and Parent Voice.</p>	<p>Rationale: the need to educate on protected characteristics came from a few incidents of discrimination in Summer Term 23. When working with the children, it was clear a deeper understanding of these was required as a protective measure.</p>	<p>2023-24 SDP</p>	<p>July 2024</p> <p>Behaviour tracking showed improvements in this area as there were a reduced number of incidents.</p> <p>There has been staff training and reminders regarding discrimination and how to address this consistently. Autumn 24 Pupil voice demonstrated that children are aware of protected characteristics and are able to identify what discrimination is and how they can address it.</p> <p>Pupil voice also demonstrated that they feel safe in school</p> <p>Parent voice highlighted that children feel safe in school.</p>