



# Equality duties framework

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) – May 2023
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

## **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 (2019 – 22)

School name: Copperfield Primary Academy

Date objectives were approved by the Local Governing Body: 2019

Date of most recent review: September 2022

Equality objectives – specific, measurable	Rationale	Summer 2022
<p>To improve the outcomes for all pupils, including key groups of pupils who are currently underachieving, focusing on SEN-D pupils and disadvantaged pupils (in line with current school strategies for improving outcomes across the school).</p>	<p>Attainment across the school is low, including for disadvantaged pupils and SEN-D pupils. Whilst progress has considerably improved in Autumn 2018, it is important that this continues so that vulnerable groups of pupils are achieving outcomes in line with their peers.</p>	<ul style="list-style-type: none"> <li>- SEND/Inclusion’s growing team working together to meet needs of pupils</li> <li>- PPG strategy reviewed and implemented</li> <li>- Provision and attainment continue to be tracked termly and provision adapted</li> <li>- PPG spending allocated, tracked and reviewed</li> </ul>
<p>To ensure equity in awareness and the means to tackle all forms of prejudiced based bullying, so that all forms of bullying are viewed as equally unacceptable, including further raising awareness and tracking homophobic and transphobic bullying.</p>	<p>Pupils are thoughtful, caring and say that bullying is rare. They are clear that all forms of bullying and discrimination are wrong and will be tolerated at school. However, they are less clear (particularly in younger year groups) about homophobic bullying – although they fully support the principles of equality for all.</p>	<ul style="list-style-type: none"> <li>- Values based assemblies to the whole school/age appropriate</li> <li>- PHSCE curriculum compliant since Sep 2019</li> <li>- Bullying/prejudice-based incidents continue to rapidly decline since 2019/20/21/22</li> </ul>
<p>In meeting our statutory duty to implement the Prevent Agenda, to ensure that: Staff are trained and the school has clear systems to tackle possible extremism and radicalisation as part of our ongoing safeguarding procedures. Any stereotypes linked to extremism and radicalisation, such as associations with religious or ethnic groups, are fully charged.</p>	<p>There is a risk of stereotyping around links between different cultures, religions, and extremist activities over time. There have been instances where parents and the local community have overtly associated terrorism with religions without having a wider understanding of the issues. The school therefore seeks to challenge such stereotyping</p>	<ul style="list-style-type: none"> <li>- All members of staff have undertaken The Prevent Duty training</li> <li>- PHSCE curriculum supports SMSC in our contextualised areas (the school’s response to COVID-19)</li> <li>- School displays value all identities</li> <li>- Safeguarding and PHSCE INSETs/staff meetings reinforce staff understanding of SMSC</li> <li>- Head pupils, learning council and prefects represent the school’s diversity</li> </ul>

## ANNEX 2: Equality Objectives (2023 – 2025)

School name: Copperfield Primary Academy

Date objectives were approved by the Local Governing Body: May 2023

Date of most recent review:

Equality objectives – specific, measurable	Rationale				Links to other key documents	Progress over time
<p><b>Attainment:</b> large pupil grouping</p> <p>To diminish the gap in attainment between Boys and Girls at the end of Reception, Year 2, and Year 6.</p>	End of Year 2022, ARE+:				<ul style="list-style-type: none"> <li>• SDP 2021-22</li> <li>• SDP 2022-23</li> <li>• Year group data</li> <li>• DfE Reports</li> <li>• Published data</li> </ul>	
	Yr R	Reading	Writing	Maths		
	Boys	46%	46%	46%		
	Girls	92%	96%	96%		
	Difference	-46%	-50%	-50%		
	Yr 2	Reading	Writing	Maths		
	Boys	52%	48%	52%		
	Girls	64%	60%	68%		
	Difference	-12%	12%	-16%		
	Yr 6	Reading	Writing	Maths		
	Boys	66%	34%	57%		
	Girls	43%	39%	48%		
	Difference	+23%	-5%	+9%		
<p>We have prioritised this because recent data trends suggest that boys have often underperformed when compared against girls. This gap in attainment equity suggests adaptation to our curriculum and teaching strategies is required to ensure all boys can access and succeed in the Copperfield Curriculum. This will then have a positive impact on the end of year outcomes in Reception, Year 2 and Year 6.</p>						



<p><b>Attainment:</b> small pupil grouping</p> <p>To diminish the gap in attainment between key vulnerable groups of pupils who are currently underachieving, focusing on disadvantaged pupils at the end of Reception, Year 2, and Year 6.</p>	End of Year 2022, ARE+:				<ul style="list-style-type: none"> <li>• SDP 2021-22</li> <li>• SDP 2022-23</li> <li>• Year group data</li> <li>• DfE Reports</li> <li>• Published data</li> </ul>	
	Yr R	Reading	Writing	Maths		
	Disadvantaged	63%	73%	73%		
	Non-Disadvantaged	80%	80%	80%		
	Difference	-17%	-7%	-7%		
	Yr 2	Reading	Writing	Maths		
	Disadvantaged	59%	59%	59%		
	Non-Disadvantaged	58%	52%	60%		
	Difference	+1%	+6%	-1%		
	Yr 6	Reading	Writing	Maths		
	Disadvantaged	37%	22%	33%		
	Non-Disadvantaged	74%	48%	71%		
	Difference	-37%	-26%	-38%		
	<p>We have prioritised this this because the academy receives significant additional funding per pupil eligible for pupil premium funding. Therefore, we have a duty to ensure we diminish the gap in attainment and progress between those disadvantaged and non-disadvantaged.</p>					
<p><b>Attainment:</b> small pupil grouping</p> <p>To accelerate progress between those learners with specific learning difficulties (SpLD) in English and maths and those non-SEND learners through Quality First Teaching.</p>	End of Year 2022, ARE+:				<ul style="list-style-type: none"> <li>• SDP 2021-22</li> <li>• SDP 2022-23</li> <li>• Year group data</li> <li>• SEND Register</li> </ul>	
	Yr R	Reading	Writing	Maths		
	SEND	100%	100%	100%		
	Non-SEND	82%	85%	85%		
	Difference	18%	15%	15%		
	Yr 2	Reading	Writing	Maths		
	SEND	50%	50%	50%		
	Non-SEND	58%	54%	60%		
	Difference	-8%	-4%	-10%		

	<table border="1"> <tr> <td>Yr 6</td> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>SEND</td> <td>20%</td> <td>20%</td> <td>27%</td> </tr> <tr> <td>Non-SEND</td> <td>70%</td> <td>42%</td> <td>63%</td> </tr> <tr> <td>Difference</td> <td>-50%</td> <td>-22%</td> <td>-36%</td> </tr> </table> <p>There is a growing number of pupils with SEND who have or are in the process of being diagnosed with specific learning difficulties in Literacy or Maths. This gap increase as children progress through KS2.</p> <p>There is little external provision or support for children with SpLD, and the main focus is through quality first teaching and classroom adjustments as necessary (such as use of coloured overlays, overlearning and use of writing frames etc.)</p> <p>Because of other high levels of SEND need within the academy, some children with SpLD may be at risk of falling behind because their progress and support is not closely monitored and not enough is done to support the closing of their achievement gap.</p>	Yr 6	Reading	Writing	Maths	SEND	20%	20%	27%	Non-SEND	70%	42%	63%	Difference	-50%	-22%	-36%		
Yr 6	Reading	Writing	Maths																
SEND	20%	20%	27%																
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Difference	-50%	-22%	-36%																
<p><b>Inclusion:</b> beyond outcomes</p> <p>To develop wider partnerships with the local area to best serve and support those of different faith, belief, culture, and characteristics.</p>	<p>The community is made up of a myriad of different cultures, faiths, and characteristics.</p> <p>The percentage of children eligible for free school meals is inline with the national average. Nevertheless, it is clear that most families are 'just about managing' therefore not eligible for FSMs.</p> <p>The relationship between school and community has been become steadier since 2018, yet it remains only to serve the operational functions of the school. The foundations are laid for the school to build a stronger relationship with the community.</p> <p>We have prioritised this because the school is best placed to serve, support, and inspire the wider community. Upskilling the wider community is the best the way to ensure that future generations that will come to Copperfield Academy will fulfil their potential.</p>	<ul style="list-style-type: none"> <li>• SDP 2021-22</li> <li>• SDP 2022-23</li> <li>• DfE reports</li> <li>• Parent Survey Reports</li> </ul>																	