

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) - October 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:

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

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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: Equality Objectives (2023 – 2027)

School name: Copperfield Primary Academy

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

Date of most recent review: September 2025

Equality objectives	Rationale				Links to other key documents	Progress over time
By July 2027, the attainment gap between Disadvantaged and non-disadvantaged children will be diminished in Reading, Writing and Maths. By July 2027, the attainment gap between SEND children and non-SEND children will be at least in-line with national in reading, writing, and maths. This will be achieved through: - Targeted interventions (e.g., small group tuition, mentoring). - Staff CPD focused on inclusive teaching strategies. - Regular progress tracking and termly reviews.	Rationale for objective: End of Year 2022, ARE+				- SDP 2023-24 - SDP 2024-25 - SDP 2025-26 - Year group data - DfE Reports - Published data	Gap between Disadvantaged at CA and Non-Disadvantaged national 2024-25 KS2 Outcomes: Reading: 14% vs 18% national Writing: 8% vs 19% national Maths: 10% vs 19% national Combined: 10% vs 22% national Gap between SEND at CA and Non-Disadvantaged national 2024-25 KS2 Outcomes: Reading: 52% vs 39% national Writing: 35% vs 46% national Maths: 37% vs 40% national
	Yr 6	Reading	Writing	Maths		
	Disadvantaged	37%	22%	33%		
	Non-Disadvantaged	74%	48%	71%		
	Difference	-37%	-26%	-38%		
	Yr 6	Reading	Writing	Maths		
	SEND	20%	20%	27%		
	Non-SEND	70%	42%	63%		
	Difference	-50%	-22%	-36%		
	We have prioritised this this because the gap in 2022 is too large and not in-line with national. We believe that every child has the potential to perform as well as their peers.					

All staff recognise and tackling all forms of prejudice-based bullying, with a specific focus on homophobic and transphobic bullying. Progress will be measured by: By 2027 there will be a at least a 90% reduction in the number of reported incidents around homophobic and transphobic bullying based on behaviour logs.	The community is made up of a myriad of different cultures, faiths, and characteristics. The percentage of children eligible for free school meals is above the national average. Most families are 'just about managing' therefore not eligible for FSMs. 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. 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.	• SDP 2023-24 • SDP 2024-25 • SDP 2025-26 • DfE reports • Parent Survey Reports	Assemblies and PSHE curriculum are now fully embedded, with updated context/focus around our core learning values. These are also inline with national guidance (including RSHE updates). Direct work with community PCSOs, Prevent services and other agencies have now become scheduled and sustainable events year on year. Building relationships with these professionals further supports children and their community. Ensuring that national themes are incorporated into our daily curriculum such as anti-bullying, behaviour, PD, inclusion and thus moving away from theme weeks and isolated days has raised and established awareness of equity for protected characteristics and as a result, bullying based incidents have reduced by 23%. Break and lunchtime provision has been adapted using zones managed by prefects and updated training for staff. This in turn has reduced playground incidents by 27%.
To ensure that in further developing our curriculum, pupils are given frequent and more explicit opportunities to learn about different cultures and religions beyond their own experience, including the impact of racism.	Although pupils are caring know that racism is wrong, they do not experience diversity in culture or ethnicity. They have empathy, but they lack knowledge. They rely heavily on stereotypical views of white male and female role models and career paths. They do not have a depth of understanding about the value diversity and exploring other cultures can bring.	• SDP 2023-24 • SDP 2024-25 • SDP 2025-26 • DfE reports • Parent Survey Reports	To ensure as part of curriculum development work opportunities are threaded through pupils learning experiences to build greater depth of knowledge. Using the NAHT Primary Futures programme and local programmes and connections with workforce, raise aspirations and challenge stereotypes of job roles and careers. A new RE curriculum, designed to ensure pupils experience all world religions, was introduced in 2024. Current data indicates a 90% reduction in prejudice based incidents compared to this time last year (2024).

			Texts have been purchased for the library, classrooms and in core lessons to reflect diversity and cultural differences.
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