



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) – September 2022
Other related policies:	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
Version number:	2.0 September 2022 (Updated May 2024)

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). Within the Trust’s central/regional teams, it’s about integrating equality considerations into how we do things - day in and day out.
- 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 central and regional teams.
- 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.

The nursery has an ENCO (equality named coordinator) whom reviews the nursery environment and opportunities for children using the quality matters documentation.

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 publish information annually: as a Trust, we will publish an annual update on the REAch2 website, starting in Spring 2018 (when pupils' 2017 outcomes are confirmed and the Trust's returns to the annual School Workforce Census have been made). This update will include:

- **pupil information:** Trust level data about the composition of our pupil population and their outcomes, in relation to gender, Special Educational Needs (SEN) and disability, race/ethnicity and those with English as an Additional Language (EAL), Children who are/have been Looked After (CLA) and pupils who are eligible for Free School Meals (FSM), or who more broadly qualify for the Pupil Premium. We will include national averages wherever possible as comparators. Other protected characteristics are either not relevant to primary pupils or data is only available at school level where publishing that data would risk compromising individuals' personal information.
- **workforce information:** Trust level information about the composition of our workforce in relation to gender, age, disability and race/ethnicity. Currently, we are not able to publish information in relation to other protected characteristics as we do not have reliable data at Trust level and publishing information at school level would risk compromising individuals' personal information. We will also publish information on gender and pay.

B. 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.

A Trust-wide equivalent set of objectives will be developed by end 2017 to align with our new 5-year strategy.

C. 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 regional or central teams, 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.

Other actions include:

- We use templates for Trust Board papers that should help to ensure our policies, decisions and their implementation identify and take account of any significant equalities considerations.
- From school/performance year 2017/18, we will encourage/expect all central and regional staff to have a specific, measurable equalities-related item as part of their personal performance objectives/appraisals or to have factored equalities in to their objectives in some way. We are not at this stage replicating this for staff based in school because the great majority of staff interacting with/supporting pupils and/or parents/carers will already have such provisions in their objectives.
- We will include specific equality-related analysis/commentary in our Trust level reviews of the REAch2 Visible Learning programme 2017-2020.

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: Newhall Equality Statement Objectives



Equality Objectives 2022 - 2026

School name: Newhall Primary Academy and Nursery

Date objectives were approved by the Headteacher and the Local Governing Body: Autumn 2022

Date of next review: Summer 2025

Equality objectives – specific, measurable	Rationale	Progress over time												
<p>1 To close the gap between disadvantaged and non-disadvantaged pupils across EYFS, reading, writing and maths so that it is in line or lower than the national gaps.</p>	<p>Despite the small number of disadvantaged pupils per year group, we are determined to close the gap in learning so that disadvantaged pupils are achieving in line with their non-disadvantaged peers. There is a particular disparity in phonics between the disadvantaged and non-disadvantaged achieving the expected standard and for disadvantaged pupils achieving greater depth standard.</p> <p>The tables below demonstrate the gaps between disadvantaged and non-disadvantaged pupils. (D = disadvantaged, N = non-disadvantaged; year groups refer to 2022-2023 data)</p> <p>Year R (GLD)</p> <table border="1" data-bbox="595 1206 1494 1321"> <thead> <tr> <th>Academic Year</th> <th>Pupil Premium GLD</th> <th>Non-Pupil Premium GLD</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>20.0%</td> <td>81.5%</td> <td>61.5%</td> </tr> <tr> <td>2022-2023</td> <td>33.3%</td> <td>77.4%</td> <td>44.1%</td> </tr> </tbody> </table>	Academic Year	Pupil Premium GLD	Non-Pupil Premium GLD	Gap	2021-2022	20.0%	81.5%	61.5%	2022-2023	33.3%	77.4%	44.1%	<p>Over the course of the previous academic year, the progress was as follows.</p> <ul style="list-style-type: none"> Reduction in the gap between disadvantaged and non-disadvantaged at the end of Year R from previous academic year, although this remains above national. Gap between disadvantaged and non-disadvantaged in phonics has increased in Year 1 and Year 2 and is above national. At the end of Year 2, the gaps between advantaged and disadvantaged at expected standard in reading, writing and maths are below national. However, at greater depth standard, the gaps are above national. At the end of Year 4, the gap between disadvantaged and non-disadvantaged is
Academic Year	Pupil Premium GLD	Non-Pupil Premium GLD	Gap											
2021-2022	20.0%	81.5%	61.5%											
2022-2023	33.3%	77.4%	44.1%											

Year 1 Phonics

Academic Year	Pupil Premium Phonics Met	Non-Pupil Premium Phonics Met	Gap
2021-2022	77.8%	88.0%	10.2%
2022-2023	66.7%	87.0%	20.3%

Year 2 Phonics

Academic Year	Pupil Premium Phonics Met	Non-Pupil Premium Phonics Met	Gap
2021-2022	100%	90.2%	9.8%
2022-2023	72.7%	95.8%	23.1%

Year 2 Reading (End of KS1)

	2021-2022			2022-2023		
	Pupil Premium	Non-Pupil Premium	Gap	Pupil Premium	Non-Pupil Premium	Gap
Expected	60.0%	70.4%	10.4%	70.0%	72.0%	2.0%
Greater Depth	20.0%	25.9%	5.9%	10.0%	34.0%	24.0%

Year 4 Reading (NTS Tests)

	2022-2022		
	Pupil Premium	Non-Pupil Premium	Gap
Expected	66.4%	74.4%	8.0%
Greater Depth	9.1%	20.9%	11.8%

Year 2 Writing (End of KS1)

	2021-2022			2022-2023		
	Pupil Premium	Non-Pupil Premium	Gap	Pupil Premium	Non-Pupil Premium	Gap
Expected	40.0%	59.3%	19.3%	70.0%	68.0%	+2.0%
Greater Depth	0%	5.6%	5.6%	0%	14.0%	14.0%

less than national across all areas except writing at greater depth standard.

Year 4 Writing (Teacher Assessment)

	2021-2022			2022-2023		
	Pupil Premium	Non-Pupil Premium	Gap	Pupil Premium	Non-Pupil Premium	Gap
Expected	66.7%	79.4%	12.7%	57.1%	70.1%	13.0%
Greater Depth	11.1%	17.7%	6.6%	7.4%	20.0%	12.6%

Year 2 Maths (End of KS1)

	2021-2022			2022-2023		
	Pupil Premium	Non-Pupil Premium	Gap	Pupil Premium	Non-Pupil Premium	Gap
Expected	60.0%	70.4%	10.4%	70.0%	74.0%	4.0%
Greater Depth	0%	14.8%	14.8%	20.0%	30.0%	10.0%

Year 4 Maths (NTS Tests)

	2022-2022		
	Pupil Premium	Non-Pupil Premium	Gap
Expected	54.5%	65.1%	10.6%
Greater Depth	18.2%	18.6%	0.4%

2.
To close the gender gap in reading so that the gap is less than current national data.

We want all genders to achieve equally in reading as this is at the heart of our curriculum at Newhall Primary Academy and Nursery and a skill that opens up education to all.

The table below demonstrates the gaps between boys and girls. (Year groups refer to 2022-2023 data)

	Boys		Girls	
	EXS+	GDS	EXS+	GDS
Year R Comp	87%	N/A	93%	N/A

High quality texts, which engage all genders have been added to the curriculum for 2023-2024. Reading corners are inspiring to demonstrate the importance and value of reading. A wider selection of books for the library have been donated / purchased. Boys are now outperforming girls in reading in 3 year groups at expected standard and in 2 year groups at greater depth standard.

	<table border="1"> <tr> <td>Year R Word</td> <td>87%</td> <td>N/A</td> <td>89%</td> <td>N/A</td> </tr> <tr> <td>Year 1</td> <td>77%</td> <td>13%</td> <td>69%</td> <td>23%</td> </tr> <tr> <td>Year 2</td> <td>75%</td> <td>33%</td> <td>71%</td> <td>19%</td> </tr> <tr> <td>Year 3</td> <td>76%</td> <td>30%</td> <td>74%</td> <td>26%</td> </tr> <tr> <td>Year 4</td> <td>63%</td> <td>22%</td> <td>85%</td> <td>31%</td> </tr> </table>	Year R Word	87%	N/A	89%	N/A	Year 1	77%	13%	69%	23%	Year 2	75%	33%	71%	19%	Year 3	76%	30%	74%	26%	Year 4	63%	22%	85%	31%						
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Year 4	63%	22%	85%	31%																												
<p>3. To ensure that diversity is taught and celebrated across the school so that all pupils, staff and visitors feel respected and included.</p>	<ul style="list-style-type: none"> • At Newhall Primary Academy and Nursery, we want all children, staff and visitors to feel included and welcome to our school. • Our three core values of kindness, commitment and integrity encourage respect and encourage children to take responsibility. • Our Jigsaw scheme of work and behaviour and anti-bullying policies promote diversity and ensure any protected characteristic- phobic language is not tolerated within the school. • We want staff to feel confident to talk about and deliver units of work which cover protected groups: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. • We want our curriculum to represent all of the communities we serve at Newhall. 	<p>Assembly planner for 2023-2024 mapping out celebrations of diversity through stories, including using a range of stories which represent all people in a positive light. Jigsaw scheme is embedded as evidenced through our 'floor books'. Diversity is beginning to be improved in our curriculum, with further focus during next academic year.</p>																														