



Equality Duties Framework

Audience:	Parents/carers School staff (in particular Heads, Senior Leadership Teams and inclusion/related managers or similar) Local Governing Body Trustees Cluster Board
Approved:	Reach 2 Green Ridge LGB
Next Review By	2029 (every 4 years minimum, as an overall framework, with annual review of progress towards the chosen objectives)
Other related policies:	Anti-Bullying Policy; Safeguarding Policy; Complaints Policy; Positive Handling Policy, HR policies
Policy owner:	Headteacher



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



Equality Information and Objectives Statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Equality Objectives	Rationale	Links to other key documents																								
<p>1. To diminish the gap in attainment and accelerate progress between children with SEND and non-SEND learners, with a focus on writing.</p>	<p>In some cases, children with SEND are not achieving as well as their non-SEND peers.</p> <table border="1" data-bbox="752 371 1514 783"> <thead> <tr> <th colspan="3">Children working at and above expected levels in writing (End of spring 2 2025/26)</th> </tr> <tr> <th>Year Group</th> <th>SEND No of chn and %</th> <th>Non-SEND No of chn and %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5/18 28%</td> <td>62/72 86%</td> </tr> <tr> <td>2</td> <td>6/15 40%</td> <td>63/77 82%</td> </tr> <tr> <td>3</td> <td>7/21 33%</td> <td>58/71 82%</td> </tr> <tr> <td>4</td> <td>4/10 40%</td> <td>47/79 59%</td> </tr> <tr> <td>5</td> <td>8/12 67%</td> <td>40/49 87%</td> </tr> <tr> <td>6</td> <td>2/13 15%</td> <td>41/48 85%</td> </tr> </tbody> </table>	Children working at and above expected levels in writing (End of spring 2 2025/26)			Year Group	SEND No of chn and %	Non-SEND No of chn and %	1	5/18 28%	62/72 86%	2	6/15 40%	63/77 82%	3	7/21 33%	58/71 82%	4	4/10 40%	47/79 59%	5	8/12 67%	40/49 87%	6	2/13 15%	41/48 85%	<p>School Development Plan</p> <p>SEND Action Plan</p> <p>Pupil Progress documents</p> <p>Provision Maps</p> <p>APDR</p> <p>EHCP targets</p>
Children working at and above expected levels in writing (End of spring 2 2025/26)																										
Year Group	SEND No of chn and %	Non-SEND No of chn and %																								
1	5/18 28%	62/72 86%																								
2	6/15 40%	63/77 82%																								
3	7/21 33%	58/71 82%																								
4	4/10 40%	47/79 59%																								
5	8/12 67%	40/49 87%																								
6	2/13 15%	41/48 85%																								
<p>2. To diminish the gap in attainment and accelerate progress for children who are disadvantaged (eligible for Pupil Premium) and non-disadvantaged learners, with a focus on writing.</p>	<p>In some cases, children who are in receipt of pupil premium are not achieving as well as their peers who are not.</p> <table border="1" data-bbox="752 911 1514 1319"> <thead> <tr> <th colspan="3">Children working at and above expected levels in writing (End of spring 2 2025/26)</th> </tr> <tr> <th>Year Group</th> <th>PPG No of chn and %</th> <th>Non-PPG No of chn and %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5/11 45%</td> <td>63/79 79%</td> </tr> <tr> <td>2</td> <td>3/5 60%</td> <td>60/87 70%</td> </tr> <tr> <td>3</td> <td>5/9 55%</td> <td>59/83 71%</td> </tr> <tr> <td>4</td> <td>5/20 25%</td> <td>48/69 70%</td> </tr> <tr> <td>5</td> <td>9/15 60%</td> <td>40/46 87%</td> </tr> <tr> <td>6</td> <td>3/6 50%</td> <td>42/55 76%</td> </tr> </tbody> </table>	Children working at and above expected levels in writing (End of spring 2 2025/26)			Year Group	PPG No of chn and %	Non-PPG No of chn and %	1	5/11 45%	63/79 79%	2	3/5 60%	60/87 70%	3	5/9 55%	59/83 71%	4	5/20 25%	48/69 70%	5	9/15 60%	40/46 87%	6	3/6 50%	42/55 76%	<p>School Development Plan</p> <p>Pupil Progress documents</p> <p>Pupil Premium Action Plan</p>
Children working at and above expected levels in writing (End of spring 2 2025/26)																										
Year Group	PPG No of chn and %	Non-PPG No of chn and %																								
1	5/11 45%	63/79 79%																								
2	3/5 60%	60/87 70%																								
3	5/9 55%	59/83 71%																								
4	5/20 25%	48/69 70%																								
5	9/15 60%	40/46 87%																								
6	3/6 50%	42/55 76%																								

<p>3. To ensure there is suitable provision to meet the needs of those who speak English as Additional Language.</p>	<p>Green Ridge is a richly diverse primary school, with a higher-than-average percentage of pupils who speak English as an Additional Language (in 2023, the national average was recorded as approximately 20%). It is important to us that not only do children develop effective language and communication skills for learning and life but also feel included, represented and valued within the school community.</p> <table border="1" data-bbox="745 655 1518 944"> <thead> <tr> <th>Year</th> <th>NOR</th> <th>Number and % of EAL</th> <th>Total number of languages spoken</th> </tr> </thead> <tbody> <tr> <td>24-25</td> <td>614</td> <td>183 29.80%</td> <td>38</td> </tr> <tr> <td>23-24</td> <td>540</td> <td>154 28.51%</td> <td>42</td> </tr> <tr> <td>22-23</td> <td>491</td> <td>140 28.51%</td> <td>40</td> </tr> </tbody> </table>	Year	NOR	Number and % of EAL	Total number of languages spoken	24-25	614	183 29.80%	38	23-24	540	154 28.51%	42	22-23	491	140 28.51%	40	<p>School Development Plan</p> <p>Pupil voice</p> <p>Parent voice</p> <p>Staff voice</p> <p>Pupils Progress documents</p>
Year	NOR	Number and % of EAL	Total number of languages spoken															
24-25	614	183 29.80%	38															
23-24	540	154 28.51%	42															
22-23	491	140 28.51%	40															