



Reach Schools

Equality Information and Objectives

Document Control Table	
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Academies to note: This is a Reach Schools policy and should not be modified.	
The Trustees, Governors and staff of Reach Schools recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of	



transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

The Equality Act consolidates previous individual discrimination legislation such as the Sex Discrimination, Race Relations and Disability Discrimination Acts.

We will tackle discrimination by the positive promotion of equality, challenging bullying, harassment and stereotypes and creating an environment which champions respect for all.

At Reach Schools ,we believe that diversity is a strength, which should be respected and celebrated by all those who engage with our organisation.

Child Protection legislation and procedures continue to apply throughout this area and must be accorded appropriate priority.



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1. Aims

Reach Schools aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Reach Schools recognises the benefits of being a diverse school community, with individuals who value one another and the different contributions everyone can make. Pupils are taught to value and respect each other. Reach Schools recognises and accepts its responsibilities under the law (set out in the UK Equality Act 2010) and opposes discrimination on the basis of:

- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief (including a lack of religion or belief)
- Sexual orientation
- And in the case of adult members of Reach Schools



- Marital or civil partnership status and
- Age

Reach Schools aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in Section 149 of the Equality Act 2010. Reach Schools will tackle inappropriate attitudes and practices through staff leading by example, through a cross-curricular approach, through a supportive school culture and through the School's policies.

Reach Schools also opposes all bullying and discrimination on the basis that the person has a special educational need or learning difficulty or because English is an additional language or because of their medical status. These factors are taken into account in the care of our community members so that care is sensitive to different needs.

1.2 Context

Our first school, Reach Academy Feltham, in Hounslow is an all-through school for pupils aged 4-18 with a nursery for 2-4 year olds. The school's vision is to transform the lives of all of its pupils by giving them the skills, attitudes and academic qualifications to flourish in any career and live happy and healthy lives. It is an inclusive school and have taken a series of steps to ensure that our cohort of pupils is truly representative of the local community we are committed to serving. We have adapted our admissions policy to ensure that the school remains accessible to the whole community. 16 of our places per year are ring-fenced for pupils eligible for the Pupil Premium.

We will continue to make Reach Schools inclusive schools open to all as we have done with our second school Reach Academy Hanworth Park which opened in September 2024, again with ring fenced places for children eligible for Pupil Premium.

Our admissions policy is now established and we will continue to take a higher than average proportion of pupils with EHCPs and to work with the Virtual School in Hounslow to support



our high numbers of Looked After Children and Previously Looked After Children. We believe that every child deserves to, and is capable of, living a life of choice and opportunity and we serve children and young people in and around Feltham to achieve that.

1.3 Commitments

- To make Reach Schools a place where all individuals are treated with respect, irrespective of race, sex, age, colour, ethnic origin, ability, religion, sexual orientation, disability or social background.
- To promote an inclusive ethos which values individuals from such diverse backgrounds;
- To prepare students for life in a multicultural society and world and to encourage an appreciation of the enriching nature of a multicultural society;
- To recognise and challenge all forms of prejudice and racism;
- To provide equality of opportunity for students in terms of social and academic progress, and for staff in terms of professional development;
- To consult and involve all groups of people in the review of this policy;
- To take steps to meet disabled people's needs, even if it requires more favourable treatment;
- To liaise with parents and value their knowledge of their child and respect the parents' and child's right to confidentiality.

All visitors are expected to comply fully with this policy.



2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Trustees and governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Co-Headteachers.



The Co-Headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Senior Leadership Team (SLT) are responsible for:

- The Co-Headteachers are responsible for raising awareness of this policy, major updating and dealing with complaints (see below);
- Any member of SLT should be alerted over concerns in this area. They are responsible for any necessary training;
- SLT to be made aware of racist and religious incidents and complete the annual return about such matters;
- SLT will provide information as necessary on religious observance (eg. if students may be fasting).
- All SLT should take due responsibility for their Line Managed areas.

Heads of Year and Heads of Phase are responsible for:

- Dealing with and recording any issues relating to students;
- Ensuring that the elements of form time which address such issues are implemented effectively.



Curriculum leads are responsible for:

- Promoting and raising awareness of equal opportunities within their curriculum area;
- Ensuring that all inclusion and special needs issues within their department are addressed.

The SEN Department are responsible for:

- Providing appropriate guidance on specific students and being the first contact point for staff requiring further information on those students and how to support them.

All Staff should seek:

- To deal with incidents between students when they occur in line with the Behaviour Policy;
- To challenge racial and cultural bias, disability discrimination and stereotyping;
- To support students in their classes for whom English is an Additional Language;
- To challenge inappropriate comments, symbols and strategies. To explain to students why such things are wrong and take action as appropriate.

Students should seek

- To treat other students with respect regardless of race, colour, ethnic origin, ability, religion, sex, age, sexual orientations, disability or social background;
- To treat all staff and visitors in a similarly respectful manner;
- To report incidents of bullying or discrimination to a member of staff.

Visitors and Contractors

- All visitors are expected to comply fully with this policy.



4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing



- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and Team Reach but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures



- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities.

The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by Trustees once a year.

This document will be approved by the Trustees.



8. Admissions

Reach Schools accepts applications from and admits pupils irrespective of their race, disability, sexual orientation, religion or belief or special educational needs and will not discriminate on these grounds in the terms in which a place is offered. For the last three years we have moved away from a distance-based oversubscription criteria to an electronic ballot for pupils living within the TW13 and TW14 postcodes. This criteria has been identified as the most equitable by a number of organisations, including the Sutton Trust.

9. Curriculum

Reach Schools seeks to prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions and ethnic origins. All pupils will have equal access to all benefits, services, facilities, classes and subjects, including all sports, subject only to considerations of safety and welfare. We will use Team Reach Lessons and Team Reach Days to deepen student's understanding of key issues and raise awareness of the protected characteristics. We will continue to provide safe spaces for students to build relationships such as Reach Pride.

Reach Schools will not discriminate against any pupil by excluding them from Reach or subject them to any punishment on the grounds of race, disability, sexual orientation, religion or belief or special educational needs.

We aim for all our pupils to reach the highest levels of personal achievement. To do this we will:

- Use tracking data to ensure the support we provide our pupils is effective and appropriate
- Monitor achievement by ethnicity and disability and action any gaps.



- Take account of the achievements of all pupils when planning for future learning and setting challenging targets.
- Use materials that reflect the diversity of the School.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Pupils are encouraged to question assumptions and stereotypes. Reach Schools will not tolerate bullying or cyberbullying for any reason. (see behaviour policy).

10. Employment

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We will therefore ensure that:

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment, pregnancy, marital status and faith or religion are not considered when appointing staff.

- All recruitment materials are based on good practice to eliminate discrimination.
- Recruitment and retention activity is monitored from application through to appointment stage and we use this to improve processes and procedures, promoting a workforce that reflects the School and our wider community.
- Equality aspects are appropriately considered in the promotion of staff and when allocating allowances for additional responsibilities or higher level duties.



- All staff have equal access and opportunity to training and development opportunities within the School.
- All restructuring programmes are undertaken using fair and transparent processes to ensure decisions are free of discrimination.
- Regular pay audits are undertaken to ensure that men and women employed by the School are paid equally for equal work.
- Potential and existing employees are consulted with regard to the changes that might help them within their working environment.
- Staff are able to apply for flexible working where they feel this may help their personal circumstances.
- All staff will be treated equally regardless of their full or part time status.
- Bullying and harassment activity is monitored, recorded and followed up by the Heads of the school.

Reach Schools is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all. Reach Schools is committed to ensuring our workforce is reflective of our diverse student population and is therefore committed to increasing representation of staff of Black, Asian and Minority Ethnic backgrounds across all roles and at all levels.



11. Protected Characteristics - our commitment

In mainstreaming equality into policy and practice, the School will ensure that discrimination and harassment in relation to our staff and beneficiaries are minimised as follows:

11.1 Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight or hearing), learning difficulties, as well as certain medical conditions which have a substantial and long-term effect on beneficiaries' everyday lives.

At Reach we will ensure that disabled members of the School community are not treated less favourably in any procedures, practices and service delivery. We will not tolerate harassment of disabled people with any form of impairment and will also consider beneficiaries and staff who are carers of disabled parents.

We will ensure that reasonable adjustments are made within the working environment to ensure that disabled staff and beneficiaries can overcome their disadvantage resulting from impairment. We will also ensure that materials are adapted to aid those with disabilities accessing or applying for positions within the School.

In addition, we will actively develop positive attitudes towards disability in the wider community through opportunities for exploration of the issue in the course of the School's work.



11.2 Gender, Sexual Orientation and Gender Reassignment

The School will actively seek to eliminate unlawful discrimination and harassment on grounds of gender, sexual orientation or gender reassignment.

The School will seek to provide beneficiaries with the opportunity to discuss gender roles in society, particularly through its work on Careers projects, and the means and tools to challenge stereotypes which may be conveyed implicitly. Everyone in the School community will be committed to using books, resources and materials which reflect a non-sexist image and challenge stereotyped roles.

Equally the School will ensure that staff are afforded equal opportunity with regard to application, promotion and development regardless of their gender, sexual orientation or whether they are undergoing gender reassignment. Additionally, where transgender people are undergoing or have undergone gender reassignment they will not be treated less favourably for being absent than if they were ill or injured.

11.3 Race

Racism within the School must have a broader definition than the extremes of violence and prejudice generally accepted as "racist" in the media – a subtler, but nevertheless distressing and harmful form of racism is more low-level, and takes the form of denigration, a casual implicit habit of stereotyped thinking. This should be made explicit, examined and challenged appropriately at all levels, with the goal of empowering beneficiaries (in particular young people) and staff to deeply accept the principles of equality in order to effect this change in society.

We aim for the School's activities to engage with the full range of children's experiences and to place the personal experience of each child at the centre of our work. The multi-cultural offering at the School will promote cultural diversity and bilingualism, promote a positive



self-image and identity, and demonstrate aspects of racial and religious equality in a positive, affirming way.

Following the resurgence of the Black Lives Matter work in Summer 2020 the school formed a working group to examine the role of diversity and inclusion in the school and lead the work on making improvements where needed.

The School will ensure that staff are afforded equal opportunity with regard to application, promotion and development regardless of their race. Additionally, the School will promote a culture whereby their staff model behaviour which promotes equality and a multi-cultural society.

11.4 Religion and Belief

Freedom to choose and live within a faith, and tolerance of a wide diversity of religious faiths, is an important aspect of the School.

Opportunities will be provided to inform and celebrate faith-related events and beliefs. No faith will take precedence, and all instances of religious intolerance will be addressed by the community with the intention of creating opportunities for peaceful negotiation and dialogue.

The School will ensure that staff are afforded equal opportunity with regard to application, promotion and development regardless of their religion or belief, including if they do not follow a certain religion or have no religion at all

11.5 Age

Ageism, i.e. prejudging or making assumptions about people on the basis of their age, is a major barrier to the well-being, participation and citizenship of older and younger people alike. At Reach we will actively challenge age-related stereotypes, and comply with the spirit and letter of anti-discriminatory age equality legislation. All members of the



organisation will endeavour to respect every individual regardless of age, and the progress and achievement of every individual will not be determined by age related constraints. In particular, the School will ensure that staff are afforded equal opportunity with regard to application, promotion and development regardless of their age.

11.6 Pregnancy and Maternity

The School will actively seek to eliminate unlawful discrimination and harassment on grounds of pregnancy or maternity towards any of its female employees, volunteers or beneficiaries, and will where possible provide the necessary support and adaptation to the School environment to allow continuation of service delivery during pregnancy.

A keeping in touch programme will be maintained with female staff during their absence on maternity leave to ensure that they are kept abreast of staff changes within the School, and are able to comment on these and take part in training and development activities and support when returning to the workplace.

11.7 Marriage and Civil Partnership

The School will ensure that staff are afforded equal opportunity with regard to application, promotion and development regardless of their marital status.

12. Equality objectives

1. Our equality objective is to seek to ensure that every student achieves their potential irrespective of their gender, ethnicity, disability, religion or social background.
2. We will seek to ensure all staff are treated equitably regardless of age, disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status.



3. We will offer a fully transparent process for recruitment and to ensure that all backgrounds are treated equitably throughout each stage of the process. Reach Schools is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all. Reach Schools is committed to ensuring our workforce is reflective of our diverse student population and is therefore committed to increasing representation of staff of Black, Asian and Minority Ethnic backgrounds across all roles and at all levels.

4. We will continue to reduce the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged student groups. Offering appropriate and focussed intervention to support them, throughout each stage of their schooling. We focus on every student performing to the best of their ability and provide equal opportunity to do so.

5. We will continue to promote and run Reach Pride with the aim of delivering more awareness based activities for wholeschool.

6. We will ensure that anti-racism work is embedded in all aspects of the school from curriculum to culture.

13. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Trustees at least every 4 years.

This document will be approved by the Trustees.



14. Complaints

If you believe that you have received less favourable treatment on any of the unlawful grounds listed earlier in the policy then please contact one of the senior staff at the School. If you continue to feel that the complaint has not been dealt with appropriately then you should raise the matter through Reach Schools' formal complaints procedure. All reported breaches of this policy will be recorded and this record will be reviewed annually.

15. Links with other policies

This document links to the accessibility plan and risk assessments.