Reading Girls' School
Succeeding Together

Name of Policy	Equalities Plan
Scope of Policy	All students, members of staff, parents and visitors at Reading Girls' School
Approved by	Principal
Date of Approval	September 2026
Review period	Two Years
Review Date	September 2028

GROWING STRONGER TOGETHER

THAMES LEARNING TRUST

Introduction

Our School is committed to ensuring that equality and respect for all are promoted. We have due regard to the need to: eliminate discrimination, foster good relations and advance equality of opportunity.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

What sort of school are we?

Reading Girls' School is a school for our girls, by our girls. We value leadership in young people at our school, and to that end, have multiple leadership programmes for girls to feel a sense of ownership, belonging and inclusion in their school.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Language difficulties
- Special Educational Needs

School's Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Thames Learning Trust Equality Objectives

Name of School: Reading Girls' School
Date Objectives set: 21/10/26

Following an audit of equalities in our school, the Board of Trustees has agreed the following Equality Objectives:

Equality Objective	Success Criteria	Aims of the Equality Duty	Protected Characteristics
To improve the attendance of key groups including Disadvantaged, SEND and White English	Attendance of key groups is at least 96.00% in each academic year	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	Race Disability Gender Religion or belief Sexual Orientation
To ensure all students have equal access to the curriculum,	All students including disadvantaged and vulnerable students have access to the curriculum	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	Race Disability Gender Religion or belief Sexual Orientation
To ensure the outcomes of students with protected characteristics are equal to the outcomes of all students.	Progress 8 variance is equal to zero 2027/2028	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	Race Disability Gender Religion or belief Sexual Orientation