



RUSH COMMON SCHOOL EQUALITIES POLICY AND PLAN

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in-line with legislative requirements of the 2010 Equality Act.

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 principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age (for employees not for service provision),
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)

At Rush Common Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers, Governors and visitors, receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school will regularly review its admission policy to ensure that it is not discriminatory either in intention or effect.

Aims

Equality at Rush Common School is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community: pupils, parents, community, staff and Governors.

It is based on the following core values and ethos as expressed in the school's aims/mission statement.

School's Mission Statement/Aims

We are proud of our lively and happy school, where all learners have wide ranging opportunities to develop their talents and abilities. Our learning environment is enriched by the talents, skills and expertise of all our staff, parents and the wider community. We have high expectations for all our pupils and are very proud of their achievements across the curriculum.

Success at Rush Common is seen by looking at the whole person. We want our children to be responsible and caring citizens of the world, people who contribute to society and have the will and determination to work hard and who are not afraid to speak out if they see injustice. We aim to enable children to reach their potential in a safe and caring environment which is based on mutual respect, trust and the nurturing of their self-confidence, curiosity and imagination.

At Rush Common we encourage our children to have big dreams and aspirations for the future, safe in the knowledge that we will support them and believe in them one hundred percent. We also teach them that big dreams are built on hard work, determination and perseverance. We are supported in all we do by our multi academy trust, Abingdon Learning Trust; the local Rush Common Board of Governors; the School Parliament; our families and the terrific Friends of Rush Common (FoRC).

Underpinning the vision is the following set of core values. All pupils and staff are required to:

- Be self-respecting individuals who work hard to achieve their potential.
- Show tolerance and respect for others and the environment.
- To be kind and sensitive to the needs of others and to recognise and celebrate all members of our community.
- To develop resilience and determination

These aims are designed to ensure that the school provides equality of education and opportunity for all. The school meets the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.

Our aims include:

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential
- Reasonable adjustments are made for disability
- Respecting, valuing and celebrating differences between people
- Preparing pupils for life in a diverse society

- Acknowledging and addressing prejudice and prejudice based incidents and taking positive action to eliminate this
- Making the school a place where everyone feels welcomed and valued
- Increasing participation and fostering good relations between different groups within the school and within the wider community
- Ensuring that an inclusive ethos is established and maintained

We recognise that all pupils are individuals with diverse needs and the school strives to ensure inclusion for all. Pupils are prepared for full participation in a diverse society and are able to succeed.

Leadership and Management

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by Abingdon Learning Trust, the local Board of Governors and the school's Leadership Team, which reflects the school's commitment to equality for all members of the school community. The school advances equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The school leadership works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

The school ensures the involvement of Governors and parent representatives and takes positive action to enable consultations and contribution of all.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate depth and breadth of content.

Responsibilities

The Board of Governors and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy; related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.

A named member of staff will be responsible for leading on equalities. This will be the Pupil Support & Welfare Lead.

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

- Boys and girls, men and women (or gender fluid)
- 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 we care for and their carers
- Children or staff who are gay or lesbian
- Staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The achievement of groups of pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which encourages respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Pupil achievement is analysed three times a year by whole school and key groups, including gender, those in receipt of Pupil Premium, SEND, summer born in Reception and prior attainment. At Rush Common, we use this data to support pupils, raise standards and ensure inclusive teaching. This information is also used to inform actions in the School Development Plan and any additional support requirements. Individual children are discussed at termly Pupil Progress interviews to identify any particularly vulnerable individuals or groups.

School context

Rush Common School is a popular primary school with approximately 400 pupils on roll. We are a two-form entry school from Reception to Year 6 with an intake of 30 pupils per class. Rush Common converted to an Academy in March 2012. In September 2016 we became part of Abingdon Learning Trust. We are split into four phases: EYFS (FS); Key Stage 1 (Years 1 and 2); Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6).

The majority of children live in the catchment area, which has a mix of privately owned and local authority housing in the vicinity. Most pupils are from a white UK heritage, although there is a rising trend of pupils joining Rush Common with English as an additional language (currently 16%), 3% are Pupil Premium and 14% are identified as having Special Educational Needs or Disability (SEND).

The school is predominantly white British in terms of the ethnic composition of pupils and staff. "Any other White background" is the largest minority group of pupils.

We currently have no pupils on roll who are travellers, refugees or asylum seekers.

The school has identified the following potential barriers to effective learning and successful working at the school:

- Low self-esteem and peer group pressure
- Experience of bullying, harassment or social exclusion including cyber bullying
- 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
- Low attendance for a very small minority of vulnerable children
- Lack of help with emotional, mental & physical well-being and poor behaviour choices
- Increasing levels of anxiety and stress for children and staff
- Language difficulties
- Special Educational Needs
- Children we care for (previously Looked After Children)
- Long term medical needs for children or staff
- Recruitment, management and development of staff and Governors

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 principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyses this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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 new 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.

	Equality Policy	Equality Plan
	The school has identified the following strategies that are specifically designed to address those issues	
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <ul style="list-style-type: none"> • The school is committed to celebrating diversity and equality in many ways, via the curriculum (particularly JIGSAW PSHE lessons), assemblies, behaviour values, cultural awareness experiences and involvement in the Swire Foundation Mandarin Chinese project. We celebrate the uniqueness of every individual, as reflected in the School Prospectus, School newsletters and on our website. • Mutual respect and tolerance is fostered amongst the school community, including pupils, parents and visitors. • Information on ethnicity, gender, disability and additional languages spoken at home is collected through the admissions process. This information is used to ensure that all pupils have equal access to clubs and roles in school (for example School Parliament, House Captains, Sports captains, Digital Leaders, Anti-Bullying Ambassadors) • Diversity is recognised as having a positive role to play within the school. • Whole school systems emphasising praise, recognition and reward exist to promote and 	<p>Rush Common School opposes all forms of harassment, prejudice related incidents and discrimination and publicly celebrates diversity. Clear procedures are in place to ensure that staff are able to deal with all forms of bullying and harassment promptly, firmly and consistently.</p> <p>All forms of harassment are recorded, monitored and dealt with in line with relevant school policy.</p>

	<p>celebrate positive behaviour including kindness, perseverance, and hard work, contributions to the school and wider community, and achievements outside school.</p> <ul style="list-style-type: none"> • A Celebration Assembly is held each week for pupils to highlight positive role models and achievements. • We promote positive attitudes towards disabled people by having an open admissions policy and ensuring all children are able to participate in all activities. • We promote positive attitudes towards people of different ethnic groups/religions through visiting speakers, PSHE and Religious Studies. • We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our Friends of Rush Common, Coffee Morning events and regular updates and communication. • We promote high expectations through celebrating achievement via the Celebrations Book and positive verbal feedback. • We communicate behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour Policy, which is shared with pupils and parents. Three school rules have been selected by the School Parliament and are displayed throughout the school environment. They are Be Kind, Be Safe, Be Respectful. • We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs state that there are no barriers to job applications as we adhere to Oxfordshire County Council Equal Opportunity Policies. • We provide more support for disabled students in our break and lunchtime support arrangements. Some pupils may receive 1-1 or small group adult support at lunchtimes as needed. 	
2.	Preventing and dealing effectively with bullying and harassment	

	<p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</p> <ul style="list-style-type: none"> • Anti-bullying Ambassadors (Y5 pupils) work with an Anti-bullying Lead in school to communicate the anti-bullying message to pupils across the whole school. Anti-bullying Ambassadors attend local authority training where available and lead whole school assemblies on a regular basis and influence the development of the whole school action plan. • Bullying and harassment related incidents are reported and addressed swiftly and effectively. These incidents are recorded clearly on grounds of race, gender, disability, sexual orientation etc. These reported incidents are analysed by the Headteacher and Leadership Team. 	<p>Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with local authority's policy and guidance such as those for anti-bullying and dealing with prejudice related issues.</p>
<p>3.</p>	<p>Listening to pupils, staff, parents and others</p> <ul style="list-style-type: none"> • Children are encouraged to express their views during PSHE lessons and Reflection Time, and through regular surveys. Pupils in KS2 take part in Annual On-line Bullying and Cyberbullying surveys. Results are analysed by school and actions taken. • The school hears the 'pupil voice' through School Parliament and the Anti-Bullying Ambassadors. • The school actively seeks staff views and listens to staff concerns, for example through Staff Meetings and individual meetings. Well Being Survey is carried out annually; the results of which are analysed externally and action plans constructed and embedded into development plans. • The school seeks the views of parents through parent/teacher consultations, fortnightly newsletters, parent's forums and regular surveys including an Annual Parent Questionnaire. • The school encourages, enables and hears the full range of views including those with disabilities. 	<p>Year 4, 5 and 6 pupils' opinions are collated in annual anti-bullying and cyberbullying on-line surveys.</p>
<p>4.</p>	<p>Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, school will:</p> <ul style="list-style-type: none"> • Ensure school uniform is affordable 	

	<ul style="list-style-type: none">• Avoid putting parents under unnecessary financial pressure• Promote the take-up of extra-curricular opportunities• Ensure that its charging policy is appropriate• Monitor take-up of extra-curricular opportunities	
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<p>5.</p>	<p>Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:</p> <ul style="list-style-type: none"> • Explains how it operates through its newsletters, Parentmail messages, Parents guide, Information evenings for parents, Parent Workshops and the school website. • Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail, Bromcom notifications, via Home School Links Books, and Parents' Evenings. • Actively encourages parents to attend Parent Evenings. Parents who do not attend are contacted either by letter or a phone call and alternative dates arranged. In this way the school ensures that high numbers of parents/all parents attend meetings throughout the year. • Encourages parents to inform school if they have a particular disability or other need. Rush Common has a designated parking space for disabled drivers and all areas of the school are accessible for wheel chair users. • Ensures that parents understand how well their child is progressing through regular progress checks and end of year report. • Explains how parents can help their child at home, for example: Initial Parent Meetings with their child's new class teacher (at the start of the new academic year) Information Evenings (Curriculum, Maths) and Induction Evening for parents of Reception. • Explains how parents and others can help in school, for example by helping in classrooms, on trips, hearing children read etc. Parents are also encouraged to become volunteer readers in school. Annual volunteer reader training is offered by the Pupil Support and Welfare Lead and volunteer protocols drafted and agreed with all volunteers. • Encourages parents to join the Friends of Rush Common, Parents Representatives and the 	<p>Telephone, email, translations, Braille and face to face meetings. Ensuring that 'absent parents' receive communication.</p>
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	<p>Board of Governors by regular announcements in the school newsletter.</p> <ul style="list-style-type: none"> • Completes an Equality questionnaire to inform the review of the Equalities Policy and associated plan at least every four years. 	
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year difficult, the school:</p> <ul style="list-style-type: none"> • Works hard to ensure a happy start in Reception through transition days prior to the start of a new academic year; Induction Parent Evening for all Reception Parents; additional visits for SEND or vulnerable pupils before starting in Reception; 1:1 meetings with new class teachers and opportunities for professionals meetings with parents for more complex SEND pupils. • Ensures effective school transfer and induction mid-year by the use of visits, effective communication between home and school and communication with previous/receiving school. • Ensures that extra help is given to children who find a change of school challenging, for example through joining a Nurture Group and valuing pupil voice. • Ensures well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support where required. Communication with professional involved with the pupil and the opportunity to plan provision and support ideally before a pupil starts at Rush Common. 	
<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to underachieve, the school will:</p> <p>Ensure the curriculum is broad and balanced, and planning takes account of and builds upon pupil's starting points. It is differentiated appropriately to ensure the inclusion of pupils including those pupils:</p> <ul style="list-style-type: none"> - <i>Learning English as additional language</i> - <i>From minority groups</i> - <i>Who are identified as being more able, gifted or talented</i> 	<p>Further develop provision management to establish effective analysis and development of interventions</p>

	<ul style="list-style-type: none"> - <i>With Special Educational Needs or Disability (SEND)</i> - <i>Who are Looked After Children</i> - <i>Who are identified as Pupil Premium, vulnerable or disadvantaged</i> - <i>Who are at the risk of exclusion</i> <ul style="list-style-type: none"> • Extra-curricular activities and school events cater for the interests and capabilities of all pupils. • Ensure effective teaching for all children and effective classroom organisation. Teachers at Rush Common ensure that the classroom is an inclusive environment in which all pupils can participate; have opportunities to succeed and achieve high standards • Ensure planning is based on prior learning • Ensure the school's Marking and Feedback policy promotes learning for all • Track pupil progress & identify under- performing (regular progress meetings) • Promote and maintain higher attendance. Attendance and pupils arriving late are monitored frequently and analysed termly. Letters are sent to parents as needed and targets set to increase pupil's attendance. Which are monitored through meetings and phone calls. 	
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8.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs.</p> <ul style="list-style-type: none"> • Create pupil profiles for SEND pupils with reviews 3 times a year. • Provide distance learning packs for children out of school. • Will prepare Individual Plans to focus on learning priorities for any 'child we care for' as necessary. • Provide Basic Skills support. • Ensure language support is available as required. • Support students through tutoring/mentoring schemes. • Raise expectations through the use of Homework Champions. • Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. 	Gaps identified in training needs analysis are reflected in staff development plan
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	<ul style="list-style-type: none"> • Provide in-class TA support and intervention groups for all children identified through. • Arrange language support as required. • Support vulnerable pupils through Nurture Groups or Learning Mentor support. • Provide appropriate training to enable staff to meet particular learning needs, such as training from SENCO or other professionals (Occupational Therapist, Physiotherapist); School Nurse Service and Educational Psychology Service. • Will draw on the expertise of outside professional services to meet the individual needs of pupils for example, CAMHS, PCHAMS, and Educational Psychologist etc. 	
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<p>9.</p>	<p>Making the school accessible to all Rush Common School:</p> <ul style="list-style-type: none"> • Meets the needs of pupils, staff and others with physical and or sensory disabilities by providing designated toilets, and adaptations made to the school buildings as appropriate. • Ensures the physical environment enables disabled pupils to take better advantage of education and facilities via the Sensory Garden and adaptations to resources and classrooms (i.e. Soundfield Systems) • Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place. • Provides 1:1 for children who require a higher level of supervision at break, on visits out of school, and other times. • Identifies further developments by keeping in regular touch with representatives of disability groups in order to update provision. 	<p>Including transport and supervision for children with disabilities</p>
<p>10.</p>	<p>Ensuring fair and equal treatment for pupils Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils the school will:</p> <ul style="list-style-type: none"> • Ensure fair admissions procedure and not discriminate on race, gender, disability or socioeconomic factors. • Ensure exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any 	
	<p>potential adverse impact and ensure any discrepancies are identified and dealt with.</p> <ul style="list-style-type: none"> • Assess the implications uniform requirements have on pupils and modify them where appropriate • Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) • Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others • Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively. 	

<p>11.</p>	<p>Ensuring fair and equal treatment for staff and others</p> <p>Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school, the school will:</p> <ul style="list-style-type: none"> • Ensure non-discriminatory recruitment and employment practices. • Ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we ensure wherever possible that the staffing of the school reflects the diversity of our community. • Promote dignity at work. • Encourage the development of all staff. • Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices. 	<p>The school adheres to recruitment, selection and retention procedures which are fair, equal and in-line with statutory duties. Positive action is taken to encourage people from under-represented groups to apply for positions at all levels in the school. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>
<p>12.</p>	<p>Encourage participation of under-represented groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, <i>school will</i>:</p> <ul style="list-style-type: none"> • Recruit Governors onto the Board of Governors who are representative of the pupil population and/or community • Encourage the widest participation in Friends of Rush Common activities by running a variety of 	
	<p>events which appeal to all sections of the school community.</p> <ul style="list-style-type: none"> • Support individuals and community groups to express their case on matters affecting themselves and their community through school assemblies, newsletters, special events (Reflection or Prayer Space and collections for local food banks). 	

13	<p>Other</p> <p>The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities.</p>	
14.	<p>Monitoring and Evaluating the policy</p> <p>Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, the school will:</p> <ul style="list-style-type: none"> • Share this policy and plan with all staff & Governors and parents (via the school website) • Evaluate policy • Monitor and review practice • Report to Governors • Report to parents and pupils <p>Review of progress and impact</p> <p>The Plan has been agreed by our Board of Governors. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives set annually and review this policy and accompanying action plan on a three year cycle.</p> <p>This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated annually led by the member of staff responsible for equalities.</p>	<p>Requirement to report on disability aspects in school prospectus</p> <p>We report on all aspects of inclusion via website, newsletter etc.</p>

Member of staff responsible for equalities:
Headteacher and Pupil Support & Welfare Lead

Review of this Policy

The Board of Governors through its Pupil Support and Welfare Committee review this policy every three years. It may review this policy earlier than this if the government introduces new regulations, or if it receives recommendations on how this policy might be improved.

Approved by the Board of Governors of LAB on 23rd November 2022.

Signed: *Debbie Lymn*
(Chair of Board of Governors)

Signed: *Kristen Fawcett*
(Headteacher)

Date for Review: November 2025

	<p>The specific reporting duties We will:</p> <ul style="list-style-type: none"> • Publish information to demonstrate compliance and analyse data related to the protected characteristics to determine our focus for the equality objectives. • To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives. • We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as <i>there is no subscribed format. We will</i> look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our pupils, parents/carers, community and staff to raise standards for all. <i>It is essential for us to maintain and ensure that our focus is on performance, not process.</i> • We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is 	
	<p>provided in a way, which makes it easy for everyone to understand and use.</p> <ul style="list-style-type: none"> • This policy is reviewed every three years. It may however review this policy and procedure earlier than this if the government produces new regulations, or if it receives recommendations on how the policy and procedure might be improved. 	

Action Plan

The Board of Governors will report annually on progress made to achieve equalities

The Board of Governors has agreed the following equalities objectives.

The date that we will review the equalities objectives: September 2025



Single Equality Plan Check list for school staff and Governors

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Board of Governors on a termly basis?

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?

Is the school environment as accessible as possible to pupils, staff and visitors to the school?

Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent Governors open to candidates and voters who are disabled?

EQUALITY OBJECTIVES for academic years 22/23 to 23/24

School = Rush Common School

We have chosen these objectives as a result of reviewing children's, pupils' and students' outcomes in summer 2022. There are clear themes running across the trust in terms of bringing about greater equality:

Objective	Actions	Timescale	How will we know we have achieved this objective?	Responsibility
<p>To advance the progress and attainment of pupils with SEN/D to be the same as those of other pupils.</p>	<p>Analyse termly outcomes data</p> <p>Visual timetables and visual cues e.g. task boards.</p> <p>Pupil progress meetings used to analysis progress of SEN/D.</p> <p>Pupil profiles and trackers are used to capture progress.</p>	<p>Reviewed termly</p>	<p>Cohort level indicators (EY = %GLD; KS1 and KS2 RWM+) show that the difference between SEN/D and non-SEN/D is diminishing.</p>	<p>Pupil Support and Welfare Lead SLT</p> <p>All staff</p>

	<p>One to one and small group support tailored to the needs of the pupils.</p> <p>Plan review and do process for complex SEN/D pupils.</p> <p>Additional time given for parents and teachers to discuss a pupil's SEND need during parents evenings.</p> <p>Liaise with outside professionals to ensure provision is effective.</p>			
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<p>To advance the progress and attainment of disadvantaged pupils to be the same as those of other pupils.</p>	<p>Analyse termly outcomes data</p> <p>Pupil progress meetings used to analysis progress of disadvantaged pupils.</p> <p>One to one and small group support tailored to the needs of the pupils.</p> <p>Liaise with outside professionals to ensure provision is effective.</p>	<p>Reviewed termly</p>	<p>Cohort level indicators (EY = %GLD; KS1 and KS2 RWM+) show that the difference between disadvantaged pupils and others is diminishing.</p>	<p>Pupil Support and Welfare Lead Inclusion development lead SLT</p> <p>All staff</p>
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<p>Raise ambition for pupils and students so that they know more and can do more each year, and have an enhanced understanding of routes to education and training beyond school, and wider knowledge of opportunities for careers</p>	<p>Enrichment opportunities linked to future careers (e.g. author visit) to inspire pupils in potential future careers.</p> <p>Development of the intent, implementation and impact of the curriculum.</p> <p>Opportunities for pupil leadership e.g. Head Boy and Girl, House Captains, Anti-Bullying ambassadors.</p> <p>Broad range of enrichment activities to inspire pupils e.g. stem week, maths challenges, visiting production, links to local secondary schools.</p> <p>Mandarin taught across the school with an opportunity to earn</p>	<p>On-going yearly cycle</p>	<p>Monitoring will show that our vision for the curriculum is being implemented.</p> <p>Pupil voice will demonstrate the aspirations and ambitions of our pupils.</p>	<p>Headteacher and SLT</p>
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	a qualification for Year 6 pupils in Mandarin.			
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