



Introduction

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, Directors 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 Directors.

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

School's mission statement/aims

Our vision is to be an outstanding school where all learners have wide ranging opportunities to develop their talents and abilities. This vision was confirmed as being successfully achieved in the Ofsted Report of November 2011.

In response to the ever-changing demands of the 21st century, the school provides a safe, continually improving and inspirational educational environment, making innovative and appropriate use of technologies. As a result pupils, staff and the community develop as confident, independent learners with high aspirations. Effective teaching and learning ensures that all learners' capacity to be resourceful and adaptable individuals is developed, so that change and challenge is embraced and the qualities of resilience and self-confidence are fostered.

At the core of our vision is the concept of Rush Common School as the dynamic heart of a flourishing learning community, where high quality on-going professional training and development plus mutually beneficial relationships with wide ranging agencies and organisations enhance the opportunities and experiences for all learners. Our partnerships encompass the local community and connect with wider learning communities nationally and internationally.

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

- Be self-respecting individuals who take personal responsibility for their own learning.
- Work hard and achieve their very best.
- Show respect for, and tolerance of, others and the world in which we live.
- Be sensitive to the needs of others with the capacity to empathise with the experiences of people from diverse communities and backgrounds.
- Display determination, self-discipline and perseverance and to be confident to take 'risks'.

Be able to respond positively to the challenges they will encounter in the changing learning, work and social environments they will encounter in the 21st century.

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

It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society.

Leadership and Management

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the Board of Directors and the school management, 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 Directors 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 management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

All members of the school community, including pupils, parents, community and staff are consulted and contribute to the development and review of policy documents. The school ensures the involvement of Directors 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 breadth of content in relation to the school, local, UK and global community.

Responsibilities

The Board of Directors 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 individual is Michelle Ainscough (Head of Pupil Support & Welfare).

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
- Staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions 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 six times a year by whole school and key groups, including gender, EAL, race, those in receipt of Pupil Premium, SEND, birthdays 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 Improvement Plan and any additional support requirements. Individual children are discussed at termly Pupil Progress interviews to identify any particularly vulnerable individuals or groups. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions 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.

School context

Rush Common School is a popular primary school with approximately 410 pupils on roll. We are a two-form entry school from Foundation Stage to Year 6 with an intake of 30 pupils per class. Rush Common converted to an Academy in March 2012 and is run by Rush Common Academy Trust (RCAT). We are split into three phases: Lower School (EYFS and Year 1), Middle School (Years 2 and 3) and Upper School (Years 4, 5 and 6).

Most 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. 16.3% of our pupils are from minority ethnic backgrounds, 5.8% are Pupil Premium and 10% are identified as having Special Educational Needs or Disability (SEND). Our extended services provision reflects the needs of the parent and local community.

Geographical location and ethnic composition of pupils

The school is predominantly white British in terms of the ethnic composition of pupils and staff. 16.3% of our pupils are from minority ethnic backgrounds. "Any other White British" is the largest group of pupils (5.6%) with pupils from Serbian/Croatian/Bosnian (0.9%) Poland (0.73%) Portugal (0.48%) Spain (0.48%) and Russia (0.24%) backgrounds. In addition 2.1% of pupils are from an Indian or Asian background.

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

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

- Low self esteem and peer group pressure
- Experience of bullying, harassment or social exclusion
- 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 children
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Recruitment, management and development of staff and Directors

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, assemblies, Rush Common Values, cultural awareness days and involvement in the Global Learning Programme. 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 Council, House Captains, Digital Leaders, Librarians) • 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 celebrate positive behaviour, sustained effort and hard work, contributions to the school community, and achievements outside school. An Assembly of Celebration is held each week. • We promote positive attitudes towards disabled people by having an open admissions policy and including all children 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 Parent Representatives, Friends of Rush Common, Coffee Morning events and regular updates and communication via Intouch system. • We promote high expectations through celebrating achievement via the Celebrations Book, Good News slips and WOW board. 	<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>

	<ul style="list-style-type: none"> • We communicate behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour and Discipline Policy, which is shared with pupils and parents. A behaviour code has also been written by pupils and displayed in classrooms. • 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 favourable treatment 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.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, <i>paragraphs to describe what the school does to:</i></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 Evenings are held in school for parents to gain a better understanding of what bullying is. • 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>
3	<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 Circle 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 Council and the Anti-bullying 	<p>Parents were consulted through an equality parent questionnaire during September 2015. 96 parents completed the survey and the findings were used to formulate the Equality Objectives for Rush Common School.</p>

	<p>Ambassadors. 'Ask Eric' is also used by pupils to share concerns, worries or ideas.</p> <ul style="list-style-type: none"> • The school actively seeks staff views and listens to staff concerns, for example through Team and Staff Meetings. The HSE Well Being Survey is carried out annually; the results of which are analysed externally and action plans constructed and embedded into development plans. Rush Common has a "Listening ear" who is a member of the Leadership Team who is available for staff and pupils to talk to. • The school seeks the views of parents through parent/teacher consultations, weekly newsletters 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. Results from these are fed into the school's annual anti-bullying self-assessment.</p>
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<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 ○ 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 	
<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, Intouch messages, school prospectus, information evenings for parents, parent workshops and its website. • Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail, Intouch 	<p>Telephone, email, translations, Braille</p> <p>Ensuring that 'absent parents' receive communication</p>

<p>messages and updates, via Home School Links Books, and Parents' Evenings.</p> <ul style="list-style-type: none"> • Actively encourages parents to attend consultation evenings. Letters are sent to those parents who do not attend 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 the school if they have a particular disability or other need. Rush Common has a designated parking space for disabled drivers and all areas of 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 (before the new academic year) information evenings (Anti-bullying, curriculum, Maths) and Induction evening for parents of Foundation Stage. • 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 Head of Pupil Support and Welfare and volunteer protocols drafted and agreed with all volunteers. • Encourages parents to join the Friends of Rush Common, our parent forums (including SEND, Anti-Bullying and Parent Representatives) and the Board of Directors by regular announcements in the school newsletter. • 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 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"> • Fosters a happy start in Foundation Stage through induction days prior to the start of a new academic year; Induction Parent Evening for all Foundation Stage Parents; additional visits for SEND or vulnerable pupils before starting in FS; 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 Recognising that some of the groups covered in this policy are more likely to under-achieve, the school will:</p> <ul style="list-style-type: none"> • Ensure the curriculum is relevant 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: <ul style="list-style-type: none"> - <i>Learning English as an additional language</i> - <i>From minority groups</i> - <i>Who are identified as being more able, gifted or talented</i> - <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> 	<p>Further develop provision management to establish effective analysis and development of interventions</p>

<ul style="list-style-type: none"> • Extra-curricular activities and special school events cater for the interests and capabilities of all pupils. • Ensure appropriate teaching styles and 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 earlier learning • Ensure the school’s Marking and Feedback policy promotes learning of all • Track pupil progress & Identify under- performing (regular progress meetings between Headteacher or Head of Phase and class teachers) • Promote and maintain higher attendance. Attendance and pupil lates are monitored frequently and analysed termly. Letters are sent to parents as needed and targets set to increase pupil’s attendance. On time awards and certificates are used to encourage specific pupils to arrive at school on time. 	
<p>8. Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs, <i>paragraphs to describe what the school does to:</i></p> <ul style="list-style-type: none"> ▪ <i>Provide distance learning packs for children out of school</i> ▪ <i>Prepare Personal Education Plans to focus on learning priorities</i> ▪ <i>Provide Basic Skills support</i> ▪ <i>Ensure language support is available as required</i> ▪ <i>Support students through tutoring/mentoring schemes</i> ▪ <i>Provide Homework/Revision support</i> ▪ <i>Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child’s admission.</i> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs, the school:</p> <ul style="list-style-type: none"> • Will provide distance learning for any child out of school. • Will prepare Personal Education Plans to focus on learning priorities for any child in care (Looked After Child). • Provide in-class TA support and intervention groups for all children identified through Provision Mapping. 	<p>Gaps identified in training needs analysis are reflected in staff development plan</p>

	<ul style="list-style-type: none"> • Arrange language support as required. • Support vulnerable pupils through Nurture Groups or Learning Mentor support. • Provide a Nurture Room for pupils who require reflection time or specific 1-1 nurture support. • Provide Homework/Revision support, for example weekly homework clubs during school lunchtimes and provision of iPads in Before and After School Clubs. • 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. 	
9.	<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. 	Including transport and supervision for children with disabilities

10	Ensuring fair and equal treatment for pupils	
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	<p>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 socio-economic factors. • Ensure exclusions will always be based on the school's Behaviour and discipline Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. • 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>

12.	<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 Directors onto the Board of Directors 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 events which appeal to all sections of the school community. • Support individuals and community groups to express their case on matters affecting themselves and their community through school assemblies, newsletters, special events (Prayer Space and collections for local food banks during Harvest Festival) 	
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 & Directors and parents (via the school website) • Consult pupils, parents and staff on how the policy is working and how it could be improved through questionnaires and surveys • Monitor and review practice • Carry out impact assessments to evaluate practice • Report to Directors • Report to parents and pupils <p>Review of progress and impact</p> <p>The Plan has been agreed by our Board of Directors. We have a rolling programme for</p>	<p>Requirement to report on disability aspects in school prospectus</p> <p>Best to report on all aspects of inclusion via website, newsletter etc Changes will also need to be reflected in the school’s self-evaluation</p>

<p>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>Member of staff responsible for equalities: Headteacher and Head of Pupil Support & Welfare</p> <p>Review of this Policy</p> <p>The Board of Directors 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.</p> <p>Approved by the Pupil Support and Welfare Committee of Rush Common Board of Directors of RCAT on 1st December 2015</p> <p>Signed: C Wilmshurst (Chair of Board of Directors)</p> <p>Signed: L Youngman (Headteacher)</p> <p>Date for Review : December 2018</p>	
<p>The specific reporting duties</p>	

We will:

- Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually. Set and publish equality objectives, at least every four years.
- 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 **there is no subscribed format**. We will 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. **It is essential for us to maintain and ensure that our focus is on performance, not process.**
- 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 provided in a way, which makes it easy for everyone to understand and use.
- 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 Directors will report annually on progress made to achieve equalities objectives.

As a result of our audit of equalities (September 2015) The Board of Directors has agreed the following equalities objectives.

The date that we will review the equalities objectives: November 2018

Rush Common School Equality Objectives

Date: November 2015

Following our audit of equalities in the school (which included an Equalities Questionnaire to parents in September 2015), the Board of Directors has agreed the following Equality Objectives:

	Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
1.	Continue to monitor and analyse pupil achievement and attendance data by disadvantage, race, gender, SEN and disability, and act on any trends or patterns in the data that require additional support for pupils. Narrow gaps in progress and attainment for under performing groups.	Analysis of teacher assessments / annual performance information demonstrates the gap is narrowing for equality groups	Achievement and attendance data is analysed by disadvantage, race, gender, SEN and disability. Variety of personalised interventions are in place to accelerate the progress of equality groups (see also annual School Improvement Plan)	<u>Eliminate unlawful discrimination</u> ✓ <u>Advance equality of opportunity</u> ✓ <u>Foster good relations</u> ✓	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓

2.	<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, for example through engagement in a wide range of extra curricular clubs and activities and in roles of responsibility.</p>	<p>There will be a variety of extra-curricular activities available for all pupils.</p> <p>This will be reflected in high percentage of boys, girls, different races, SEN, disability KS1 and KS2 pupils who attend clubs across the school.</p>	<p>Increase the variety of clubs on offer across the school.</p> <p>Club attendance and positions of responsibility across the school monitored by race, gender, disability and SEN.</p> <p>Encourage SEN and disadvantaged pupils to nominate themselves for positions of responsibility by extending self-confidence and self esteem over their time in school.</p>	<p><u>Eliminate unlawful discrimination</u> ✓</p> <p><u>Advance equality of opportunity</u> ✓</p> <p><u>Foster good relations</u> ✓</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>
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<p>3.</p>	<p>Continue to ensure that cultural events are celebrated throughout the year to increase pupil awareness and understanding of different communities.</p> <p>Ensure that the curriculum raises awareness of different cultures and diversity in our school for both pupils and staff.</p>	<p>Increased awareness of different communities shown in discussions with pupils in class and through pupil conferences</p> <p>Very low number of prejudice related incidents are maintained.</p>	<p>Celebrate cultural events throughout the year for example, Diwali, Eid, Black History Month, Cultural Awareness week.</p> <p>Ensure that displays and resources in classrooms and corridors promote diversity in terms of disability, race, gender & ethnicity.</p> <p>Develop links with other countries and communities, e.g. Spanish Pen Pals; Global Learning Programme.</p>	<p><u>Eliminate unlawful discrimination</u> ✓</p> <p><u>Advance equality of opportunity</u> ✓</p> <p><u>Foster good relations</u> ✓</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>
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Single Equality Plan 2015/6 Check list for school staff and directors

- 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 Directors 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 directors open to candidates and voters who are disabled?