

Date 09/25

Review 09/26

Rush Green Primary School



Single Equalities and Accessibility Policy

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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 and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

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

The physical environment and accessibility for all staff, pupils and parents regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs is monitored through the Governors Health and Safety Sub-Committee.

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 the protected characteristics as outlined in the Equality Act 2010 and is this information used to make a difference to the experience of other pupils?

Are racist incidents systematically reported to the governing body and local authority?

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled, sex and gender 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 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 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 PLAN

- 1. Equality Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
- 5. Consultation and involvement**
- 6. Roles and Responsibility**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan including Accessibility**
- 11. Ensuring Equality of Opportunity and Participation**
- 12. Promoting Positive Attitudes and Meeting Needs**
- 13. Eliminating Discrimination and Harassment**
- 14. Monitoring Impact**

1. EQUALITY MISSION STATEMENT

At Rush Green Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, maternity 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 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. At Rush Green Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Rush Green School we monitor the school's physical environment to ensure full access for all staff, pupils and parents regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. MAINSTREAM EQUALITY INTO POLICY AND PRACTICE

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

- a. Teaching and learning

We aim to provide all our pupils with the opportunity of succeed, and to reach the highest level of personal achievement. To do this, we will:-

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use teaching materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that challenge all discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact of learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and which reflect and represent all of our pupils.

b. Admissions and exclusions

Our school admissions arrangements are fair and transparent, and do not discriminate on sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, maternity or socioeconomic factors.

Any exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact on any particular group and ensure any discrepancies between specific groups are identified and dealt with.

3. EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to Rush Green Primary School.

We are actively committed to the implementation, promotion and monitoring of equal opportunities principles in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

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

Equality aspects are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions we take to ensure this commitment is met include:

- Monitoring recruitment and retention;
- Reporting and monitoring any bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. EQUALITY AND THE LAW

The Equality Act (2010) has replaced all previous existing regulations, including race, disability and gender. The Equality Act (2010) is a single, consolidation source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation; gender reassignment; and pregnancy or maternity.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions;
- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or by excluding a pupil or subjecting them to any other detriment.

The action plan at the end of this Equality Plan outlines the actions of Rush Green Primary School will take to meet the duties in the Equality Act in respect of the following protected characteristics:

- Sex;
- race;
- disability;
- religion or belief;
- sexual orientation; gender reassignment; or pregnancy or maternity.

5. CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan;

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the school council, curriculum audits, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress ; and
- Feedback at Governing body meetings.

6. ROLES AND RESPONSIBILITIES

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- 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 governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

- The governing body will take all reasonable steps to ensure that there is no unlawful behaviour in respect of equality. Unlawful behaviour includes direct discrimination, indirect discrimination, harassment and victimisation.
- The governors will, in accordance with the Equality Act (2010) ensure that such reasonable adjustments as are necessary are made for pupils, staff and parents who have a disability.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Plan and she/he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all members of staff are aware of the Equality Plan, and that these guidelines are applied fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, harassment or victimisation and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. TACKLING DISCRIMINATION

Harassment and victimisation are unacceptable and are not tolerated within the school environment.

All staff is expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

All incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is discriminatory incident

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a prefect because she is a lesbian.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule of practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific definition in the Act is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Where schools are concerned, the offence of harassment as defined in this way in the Act applies only to harassment because of disability, race, sex or pregnancy and maternity and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does not mean that schools are free to bully or harass pupils on these other grounds – to do so would still be unlawful as well unacceptable. Any case against the school would be on grounds of direct discrimination rather than harassment.

Thus, if a teacher belittles a pupil and holds him/her up to ridicule in class because of a disability he/she has, this could lead to a court case alleging unlawful harassment. The same unacceptable treatment directed at a lesbian pupil, or based on a pupil’s religion, could lead to a case claiming direct discrimination. The practical consequences for the school, and the penalties, would be no different.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the Act. This means that a child must

not be made to suffer in any way because, for example, his/her mother has made a complaint of sex discrimination against the school, or his/her brother has claimed that a teacher is bullying him because he/she is gay, whether or not the mother or brother was acting in good faith.

If a pupil has himself or herself done a protected act – such as making a complaint of discrimination against a teacher – then the child's own good faith will be relevant. For example, if the parent's complaint is based on information from her son and the son was deliberately lying, it is not victimisation for the school to punish him in the same way as it might do any other dishonest pupil. Unless it can be clear that the mother was also acting in bad faith (for example that she knew her son was lying) it would still be unlawful to victimise her for pursuing the complaint.

Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

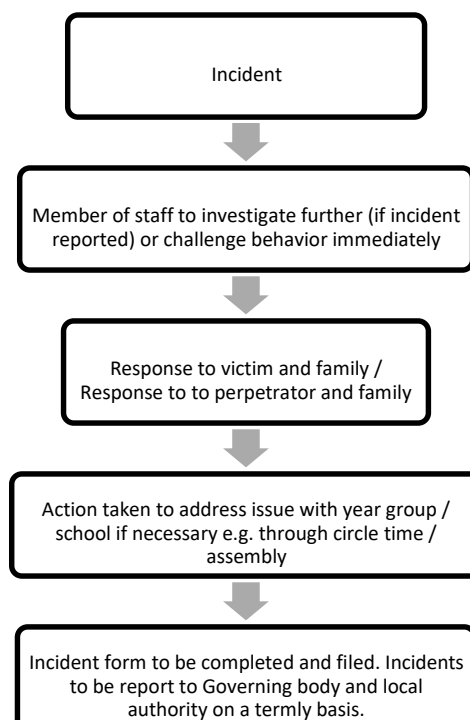
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

“Any incident which is perceived to be racist by the victim or any other person”.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



8. REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. 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 Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a Single Equality Scheme and we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Signed: S Abeledo. Date: September 2025 Next review: September 2026

10. ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Equality legislation must be included in the action plan below. For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement plan / Accessibility Strategy / Special Educational Needs Policy.

Objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
We have effective systems for communicating our Equality Duty	MUST BE INCLUDED Publish and promote the Equality Plan through the school website, newsletter and staff meetings	Question parents, pupils and staff re: awareness of Equality Scheme in annual survey	Headteacher/designated member of staff	Annually	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan
We know how well various groups achieve	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	Headteacher/Governing body	Annually.	Analysis of teacher assessment / annual data demonstrates the gap is narrowing for equality groups

We are confident that the curriculum presents opportunity to promote Equality.	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	SLT, Phase Leaders and subject leads	Review annually	Notable increase in participation and confidence of targeted groups
	Implement spiral curriculum. Ensure curriculum is fully cognisant of BAME figures, current and historical (History)				

Objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
We are confident that the needs, talents and aspirations of SEND students are being met	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender	Gifted and Talented register monitored by race, gender and SEND Engagement model monitored by SENCo intervention space teacher	G&T lead/SENCo SENCo intervention space teacher	ongoing ongoing	Analysis of the Gifted and Talented register indicates it is reflective of the school's diversity Measurable recorded progress of high needs SEND communication skills

	Continue to develop the Engagement Curriculum for high need SEND students				
We are sure that our physical environment promotes diversity	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase pupil participation, confidence and positive identity – monitor through curriculum	Phase Leaders, Year Group Leaders and Class teachers	Ongoing	More diversity reflected in school displays across all year groups

We are confident systems exist to promote and listen to pupil voice	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.	School Council minutes. Monitoring of assembly content	SLT and Phase Leaders	Ongoing	Pupil voice input physically observed in environment and policies.
We are confident that school users have access to all areas of the school (as appropriate)	Ensure lockdown protocols and procedures are fully compliant with disability regulations and allow access for all members of school stakeholders. Ensure lift maintenance is regular and that the fire evacuation chair is at the top of the stairs. Ensure compliance of ramps and turning points and that average corridor widths are no narrower than 3m wide.	School has in place lockdown protocols that are transparent and published via policy	SLT	ongoing	Whole school attendance in line with national. SEND pupil attendance in line with national (good+)
	Ensure that disabled toilet facilities are available during school functions and that they can be accessed easily.				

Objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
We are confident that the school has a zero tolerance with regard to racism	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher/Governing body	ongoing	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
We are confident extra curricular activities promote the inclusion of all pupil groups	continue initiative to encourage minority groups to take up sport outside the curriculum requirements. To make participation rates more reflective of the school population	Increased participation of minority groups in sports clubs and out of school sport activities	Member of staff leading on sports / PE	ongoing	Continued Improvement in minority group take up of after-school sports

We are confident the governing body meets equality and equal opportunity requirements	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates	Monitoring of application to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	ongoing	Accessible resources available for all.
We are confident that the school promotes and celebrates cultural diversity	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Christmas	Curriculum audits	Curriculum leaders	ongoing	Increased awareness of different communities shown in curriculum audits

APPENDIX A

Examples of further actions you may want to include in your action plan to meet the general duties

1. Ensuring Equality of Opportunity and Participation

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairments have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

2. Promoting Positive Attitudes and Meeting Needs

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for examples in assemblies, books, publications and learning materials and in classroom/corridor display
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education

3. Eliminating Discrimination and Harassment

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to bullying and harassment whenever it reviews its policy on behaviour.

4. Monitoring Impact

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Rush Green Primary School Accessibility Plan 2025/26

Aim	Objectives	Action	Who	Success criteria
Develop the school's playground	To create areas of the playground so that all children can access various parts of the playground and children with specific needs can play.	Outdoor provision team to assess areas. Send Teacher and SENDCO to look at resources to update outdoor SEND provision.	SLT/ SENCO / inclusion team SEN Governor Time to liaise with SLT and staff.	Fully accessible playground space for all pupils.
Staff training to Develop awareness	To ensure all staff and children recognise disabilities and staff know how to recognise and support children with disabilities.	Meetings with staff to discuss needs to specific children. CPD for all staff HCPs and EHCPs shared with relevant staff.	Inclusion manager Staff First Aid lead SENDCO, SLT, SEND Governor	Ongoing inclusive practise.
Medical needs are up to date	To ensure pupils with medical conditions are properly supported to ensure inclusion in school	Review and update Health Care Plans. Liaise with parents, School Nurse and other medical professionals. Training for staff. Liaison with School nurse and Health professionals.	Staff First Aid lead SENDCO, SLT, SEND Governor	Ongoing inclusive practise.All HCP's up to date. Staff aware.
Ensure good facilities access	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. To ensure Disabled WC facilities are available in school	Audit of accessibility of school buildings and grounds by Governors. Health and Safety Assessments carried out termly/Yearly	Head Teacher Facilities Manager Inclusion Lead SENDCO	Specialist equipment is available to those who need it.