



## **Rushall Primary School**

### **Equality Objectives**

**September 2018 – September 2020**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

- To promote understanding and respect for differences.
- To narrow the pupil premium gap in Reading, Writing and Maths in all year groups.
- To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition
- To provide training for all staff and governors on equality and diversity



# Rushall Primary School

*Where every child sky rockets!*

## Equality Objectives

Aim	Action to be taken	By Whom	Timescale	Resources	Impact
To promote understanding and respect for differences.	Partnership classes: Oakwood Special School Reedswood EACT	Oakwood- CR (Yr1 &2) Reedswood – SG (Yr4)	Oakwood – Weekly classes starting Sept 2018 Reedswood – regular partnership sessions from Jan 2019	Transport	Greater awareness of individual difference (SEND and culture)
To improve rates of attendance of children eligible for pupil premium this in turn will gap in Reading, Writing and Maths in all year groups.	Attendance Manager to monitor attendance on a daily basis. SLT & Attendance Manager to meet half termly to action plan.	EB and SLT	Attendance monitored daily Half termly attendance meeting with SLT and parents Attendance Ted weekly Attendance celebrated on 'celebration blog'	Attendance Manager time Regular communication with parents Rewards for good attendance	Removal of poor attendance as a barrier to learning.  When children are in school all of the time they are able to make excellent progress.
To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.	Initial of assessment of child's needs and next steps (within the first two weeks)	Class Teacher supported by DC/CR	Staff meeting on English as an additional language in Summer 2018 (BH and DC)  Immediate support to new children and their family.	Additional teacher time and necessary resources pertinent to the child.  Makaton symbols will be very useful	Early intervention is key and will enable pupils to feel safe and secure in their new environment.  Dedicated work will target specific areas of need, therefore progress will be good.
To provide training for all staff and governors on equality and diversity	Training with governors in the area of ACEs (adverse childhood experiences) ( <a href="http://aces.me.uk">aces.me.uk</a> )	KB & L'OB	Autumn 2018	ACEs video clip % for each class shared with governors to show ACEs	A greater awareness and understanding on how ACEs negatively affect children and what we are doing as a school to help our children and families