

Aims of Policy

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

At Red Marsh School we provide high quality teaching and learning in an environment when learners are cared for, valued and respected.

OFSTED 2019, said: An exceptional school, whose core values of learn, care, challenge and share are at the heart of everything it does.

School Context

Red Marsh School is situated in Lancashire near to the town centre of Thornton. The larger centre of Fleetwood is nearby as is the Wyre estuary and surrounding countryside.

Red Marsh School offers places for pupils aged 2 – 19.

Pupils have a wide range of needs including a small number of pupils with Moderate Learning difficulties (MLD) pupils with Severe Learning Difficulties (SLD), pupils with Autism (ASD) and pupils with Profound and Multiple Learning Difficulties (PMLD). Throughout the school some pupils have additional needs arising from sensory impairments and physical disabilities.

The school population comprises of more boys than girls.

The school is physically accessible for all pupils and staff.

The school ensures strategies and resources are available to ensure barriers to learning are broken down, for example individual communication resources.

School is committed to a multi-disciplinary approach to ensure inclusive learning for all

Information on staff and governors is collected

The school offers an extensive outreach service to enhance the teaching and learning of pupils with SEND in the wider community and is therefore committed to supporting equality of opportunity across all the schools we support.

Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

The governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Brian Walsh. He will:

- Meet with the designated member of staff for equality (Rachel Dixon/ Samantha Grice) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

The designated staff (Rachel Dixon/Samantha Grice) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality governor to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

Eliminating discrimination

At Red Marsh School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act as part of their induction.

Advancing Equality of Opportunity

At Red Marsh School, we adhere to remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying) by;

- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- In fulfilling this aspect of the duty, the school will:
- Publishing attainment data each academic year showing how pupils with different characteristics are performing
- Analysing the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Making evidence available identifying improvements for specific groups
- Publishing further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering Good Relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Publicising the Policy and Plan

This policy will be published on the school website. A copy of the policy will be shared with all staff during induction.

Equality Objectives

Our equality objectives are published on a Single Equalities Scheme along with evaluations and targets. These are attached at the end of this policy.

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Policy date: June 2024

To be reviewed: June 2025

Single Equality Scheme 2021-22		
	Objective	Evaluation and Date Completed
Narrowing the Gap	To respond to data analysis identifying any GAPS in attainment and addressing these through the school development and improvement plan	Achieved. Summer 2022
	To respond to whole school data analysis identifying any gaps for Looked After Children compared to their peers and report Looked After Childrens' progress to governors annually	LAC data is shared termly with governors and data responded to ensure any potential gaps are narrowed – Achieved Summer 2022
Fostering Good Relations	To widen outreach work within the local community to continue the sharing of good practice in order to enhance SEND provision	Following covid we continue to build back our outreach work, see outreach report attached to headteacher report.
	To raise awareness of disability and build positive relationships between groups of pupils/students from the local community by strengthening inclusion	With the lifting of restrictions two inclusion opportunities have been developed with Baines Endowed Primary School and Great Arley School
Further actions	To ensure equality of opportunity for all pupils by ensuring effective transition procedures / information is shared effectively when pupils move class	Achieved - For EYFS and Primary and Secondary pupils for all areas with the exception of PSD which is still being developed

Single Equality Scheme 2022-23		
	Objective	Time scale
Narrowing the Gap	To respond to data analysis identifying any GAPS in attainment and addressing these through the school development and improvement plan	Achieved. Summer 2023
	To ensure equality of opportunity for all sixth form students by implementing a mastery curriculum and assessment procedures	Achieved. All 6 th Form students are access a mastery curriculum and appropriate assessment. Assessment will continue to be enhanced over the next academic year (2023-2024)
Fostering Good Relations	To widen outreach work within the local community to continue the sharing of good practice in order to enhance SEND provision	Achieved- See outreach report 2022-2023
	To maintain and increase our international school work through re accreditation	Achieved 2022
	To raise awareness of disability and build positive relationships between groups of pupils/students from the local community by continuing to strengthen inclusion	Achieved with 3 local primary schools.
Further actions	To increase educational provision for SEND across Wyre and Fylde	Achieved 22-23. Red Marsh has increased capacity by 30 places.

Single Equality Scheme 2023-24		
	Objective	Date Completed/evaluation
Narrowing the Gap	Ensure all pupils are able to achieve to the best of their ability by enhancing adaptive and creative teaching	Summer 2024
	To ensure pupils who display challenging behaviour can fully access our curriculum by increasing staffs understanding of approaches they can use to support these pupils to self-regulate.	Summer 2024
Fostering Good Relations	Increase engagement with all stake holders and the wider community by enhancing the accessibility of the schools communication system.	Summer 2024
Further actions	To continue to increase educational provision for SEND across Wyre and Fylde	Summer 2024