



## PUBLIC SECTOR EQUALITY DUTY April 2016 -2018

|   |            |
|---|------------|
| S | Successful |
| H | Happy      |
| A | Aspiring   |
| P | Purposeful |
| E | Exciting   |
| D | Diverse    |

### 1. Context

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. It simplified the law, removing inconsistencies and making it easier for people to understand and comply with. It also strengthened the law in important ways, to help tackle discrimination and inequality.

The Equality Duty is supported by specific duties, set out in regulations which came into force in September 2011. The specific duties require public bodies to publish relevant, proportionate information demonstrating their compliance with the Equality Duty; and to set themselves specific, measurable equality objectives.

#### The specific duties require public bodies to:

- publish information to show their compliance with the Equality Duty, at least annually; and
- set and publish equality objectives, at least every four years.

#### The Public Sector Equality Duty 2011 outlines three main aims:

- 1) Eliminate discrimination and other conduct prohibited by the Act. *By removing or minimising disadvantages suffered by people due to their protected characteristics.*
- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it. *By taking steps to meet the needs of protected groups where these are different from the needs of other people.*
- 3) Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it. *By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.*

The protected characteristics as covered by the Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

## 2. Marshfields School: Vision and Values

**Marshfields** is a **SHAPED** community. In all that we do, we strive to be:

|          |                   |   |
|----------|-------------------|---|
| <b>S</b> | <b>Successful</b> | We encourage and celebrate our pupil's success.   |
| <b>H</b> | <b>Happy</b>      | We want our pupils to be happy and encourage pupils and parents to talk to us.                                |
| <b>A</b> | <b>Aspiring</b>   | We help and support our young people to be the best that they can be.   |
| <b>P</b> | <b>Purposeful</b> | All our lessons are purposeful to help and develop our young people.  |
| <b>E</b> | <b>Exciting</b>   | We offer an exciting and varied curriculum which enables them to learn new things and develop as individuals. |
| <b>D</b> | <b>Diverse</b>    | We are all different and we celebrate the differences within people   |

Inclusiveness is at the heart of our school. We believe in treating everyone fairly and we are committed to creating an environment in the school which is appropriate and accessible to all.

## 3. Marshfields School: Context

Marshfields School is a Secondary Special School for pupils with a broad range of mild learning difficulties. All of our pupils have moderate learning difficulties and many have additional needs (Autism, challenging behaviours, emotional needs, physical difficulties or speech difficulties)

Pupils are grouped in teaching classes of 8-11 pupils and follow a curriculum that meets their individual level of need. For tutor groups pupils are grouped in classes between 12-14 pupils; to enable greater socialisation with their peers. This is then also extended to vertical tutoring when pupils are involved in House days which includes pupils from Years 7-Post 16.

Our pupils follow a modified supported class-based Secondary curriculum. Depending on the level of need some of our pupils will follow a more personalised curriculum.

We pride ourselves in being a positive, supportive and caring environment where all pupils are encouraged to achieve their full potential and that all pupils are equipped with the skills, attitude and knowledge that they will need for the future.

Reference should be made to the document 'Marshfields – Local Offer/ SEN Information Report', which is available on our school website and by request. This details our provision as a specialist school for children and young people with moderate learning difficulties.

#### 4. Demographic Profile – March 2016

Currently there are 174 students on roll.

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|---------------------|---|
| Gender              | Males: 120- 69%<br>Females: 54- 31%   |
| Ethnicity           | White British: 129 (74.1%)<br>Pakistani Heritage: 18 (10.35%)<br>White and Black Caribbean: 3 (1.72%)<br>White European 10 (5.75%)<br>White and Black African 1 (0.57%)<br>White Asian 4 (2.30%)<br>Chinese 1 (0.57%)<br>Indian 1 (0.57%)<br>Portuguese 2 (1.15%)<br>Other ethnic group 2 (1.15%)<br>Other Asian 1 (0.57%)<br>White other 1 (0.57%) |
| First Language      | Miripuri Punjabi: 1<br>Punjabi/ English: 3<br>Punjabi/ Urdu: 1<br>Slovak: 2<br>Urdu/English: 4<br>Lithuanian: 2<br>English/Russian 1<br>Shona: 1<br>Italian/English: 2<br>Portuguese: 4<br>Polish: 1<br>Punjabi: 5<br>Bengali: 1<br>Malayalam: 1<br>Arabic: 1<br>Urdu: 2  |
| Free school Meals   | 59 (34%) Students are eligible for FSM.<br>Raise Online 2015 states 58.9% FSM.<br>This year we have been funded for 73 students on the Ever Six.  |
| Vulnerable Children | 4 students (15.4) are Children in Care (CIC)<br>1 student on a Child Protection plan<br>12 students who are on a Children In Need or Team Around the Child Plan.  |
| SEN                 | All of the students have an Education, Health and Care plan.  |

## 5. Eliminating Discrimination

Our school ethos and culture aims to meet the very individual needs of each pupil. The schools tracking and personalised intervention process ensures that every child's progress is scrutinised and any slow or halted progress is acted upon immediately.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability, ethnicity and race, gender, religion and belief and sexual orientation. We keep a record of all such incidents and notify those that are affected of what action we have taken. We have clear behaviour and reward procedures in school to ensure that any issues that arise are dealt with effectively through a clear process.

The school develops and adopts a wide range of policies and practices that underpin our commitment to equality and eliminating discrimination. Such as Behaviour Management, Anti Bullying, Attendance and Complaints policy and Accessibility Plan.

Teaching staff and teaching assistants have regular opportunity to complete up to date and relevant training in key areas that reflect the needs of the students at school. This year staff have completed training in HI and VI, Speech and Language, Safeguarding and Prevent.

## 6. Advance Equality of Opportunity.

We are committed to working for the equality of all ethnic groups, FSM and equality of boys and girls. We monitor the attainment and progress of all our pupils and take actions to address any negative trends.

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|---------|--|
| Maths   | <p>The progress of disadvantaged pupils and non-disadvantaged pupils was equally excellent.</p> <p>There is no significant disparity in the progress of boys and girls or key ethnic groups in maths.</p> <p>Disadvantaged pupils made good progress in KS4, but the proportion making better than expected was not as high as non-disadvantaged.</p> <p>The progress of pupils in post 16 was not quite at the very high levels of other pupils in the school.</p>                            |
| English | <p>The proportion of pupils making less than expected progress in reading is higher in KS4. Pupils in year 11 made particularly poor progress.</p> <p>White European pupils, closely followed by APAKN made less progress with their reading than their White British peers.</p> <p>NFSM made more progress in KS3, but this was reversed in KS4.</p> <p>White European pupils made less progress with their writing. Girls make better than expected progress in their writing than boys.</p> |
| Science | <p>There is no significant disparity in the progress of boys and girls or key ethnic groups in science.</p> <p>Almost equal proportions of FSM pupils and NFSM pupils made better than expected progress.</p> <p>The number of pupils making better than expected progress is significantly lower in KS4.</p>  |

*Trends taken from Pupil Progress data 2014- 2015*

Through effective differentiation and careful planning, use of specialist equipment, regular input from external services and a personalised intervention programme we are able to ensure that all pupils are able to access the curriculum and are able to participate fully in all curricular and extra-curricular learning activities, thus ensuring that all students are involved in a full range of school opportunities.

## **7. Foster Good Relations**

We aim to engage and consult with pupils, staff, parents and carers and the local community so that we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:-

- Teachers and Senior Leaders in the school are easily accessible to all pupils and parents.
- Annual student and parent voice are completed each year to establish views and opinions.
- Opportunity for Home/School contact books provide daily communication for identified pupils.
- Parents have regular opportunity to attend scheduled meetings at parent's evenings and at the Annual Review of EHC.
- High quality information is communicated through school website.
- The weekly Community Café provides a place for parents and residents within the Local Community to visit the school.
- The Parent Partnership Worker provides a firm link between school and home.
- Young people have a platform to have their views heard through the School Council, Annual Reviews and Subject Student Voice Surveys.
- Students have opportunity each year to be involved in themed focus days; promoting friendship and respect through anti bullying day and understanding a range of religions or cultures through Core Belief day.
- Relevant topics and themes will also be discussed within Personal Development lessons, assemblies and during weekly circle time.

**8. Equality Objectives 2016 – 2019**

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|-----------------------------|---|
| <b>Equality Objective 1</b> | To promote spiritual, moral, social and cultural development through all appropriate curriculum opportunities, including LOTC (learning outside the classroom) with particular reference to issues of equality and diversity. |
| <b>Equality Objective 2</b> | To monitor the achievement of pupils from low income and disadvantaged families.  |
| <b>Equality Objective 3</b> | To give students a range of strategies to help them to learn successfully.  |
| <b>Equality Objective 4</b> | To promote the fundamental British values of 'Democracy', the 'Rule of Law', 'Individual Liberty' and 'Mutual Respect' and 'Tolerance' of those with different faiths and beliefs.  |

**Policy written by Alex West Assistant Headteacher**

**This policy was reviewed and adopted by the Full Governing Committee May 12<sup>th</sup> 2016**

**Policy to be reviewed May2018**

