



Equality Information and Objectives

2024-2027

September 2026

Next review: September 2027

Mission Statement

At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values.

2. Legislation and guidance

This document meets the requirements under 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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The local governing board and trustees 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School

The equality link governor will:

- Meet with the designated member of staff for equality every term 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 local governing board regarding any issues

The Head of School will:

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

The designated member of staff for equality will:

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

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

4. Eliminating discrimination

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 – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training each year in the Autumn term.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives 2024-2027

Objectives
1. To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention.
2. To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points
3. Ensure that emotional and mental wellbeing of our children and staff is an intrinsic part of the education offered at Red Lane, ensuring all achieve across the curriculum.
4. Continue to monitor incidents of racist/homophobic language and all forms of bullying

Objective 1	
To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention.	
Outcomes	Measured by
- Pupils make good progress from starting points and make progress in line with national expectations - Lesson observations show pupil premium pupils are catered for in lessons through teacher focus and targeted lesson intervention - Intervention evaluations demonstrate that pupils are making at least good progress.	- Pupil progress evidence - Data pack/ ASP evidence - Lesson observations/ learning walks - Pupil interviews - Pupil progress data - Intervention evaluations
Activity	Progress Milestones
- Identify the barriers to learning for all disadvantaged pupils. - Share disadvantaged pupil data with all staff that work with individuals. - Ensure appropriate provision is in place to address barriers to learning for every identified pupil. - Effective work with external agencies including health to ensure that provision is centred around the child and families effectively to meet their needs. - Ensure pupil premium funding is deployed effectively to raise pupil's outcomes	- Data to show that disadvantaged pupils are making good or better progress from starting points and that they are making progress in line with national expectations. - Termly SLT meetings to share pupil data, highlight specific pupils, and discuss appropriate intervention. - Class action plans are fluid and change to meet the needs of pupils. Updated termly and evaluated. - Provision adapted based on the advice of other professionals and the needs of the children. - Pupil Premium Action Plan targets reviewed termly to ensure that milestones are being met
Evaluation July 2025 Disadvantaged pupils perform well overall compared to non disadvantaged counterparts and equal to or better than disadvantaged pupils nationally EYFS Headline data shows that: - C&L - 75% of pupils achieved (disadvantaged – 74%, Bolton 66%, National 67%) - PSED - 73% achieved (disadvantaged – 71%, Bolton 71%, National 72%) - PD - 77% achieved (disadvantaged – 77%, Bolton 74%, National 74%) - Lit - 57% achieved (disadvantaged – 61%, Bolton 53%, National 54%) - Maths - 65% achieved (disadvantaged – 68%, Bolton 59%, National 63%) Phonic screen 24-25 Year 1: - All pupils 79% - with 4 disappplied removed – 85% -(Bolton 79%, National 80%) - Disadvantaged pupils 83% (Bolton 69%, National 67%) Year 2: - All pupils 90% (Bolton 86%)- remaining are significant SEND - Disadvantaged pupils 85% (Bolton 81%)	

End of KS2:

RWM combined:

- EXS - Disadvantaged pupils 57% (Bolton 51%, National 47%)
- Higher standard - Disadvantaged pupils 6% (Bolton 5%, National 4%)

Reading:

- Disadvantaged pupils 77% (Bolton 65%, National 63%)
- Higher standard - Disadvantaged pupils 31% (Bolton 20%, National 21%)

Writing:

- Disadvantaged pupils 63% (Bolton 62%, National 59%)
- Higher standard - Disadvantaged pupils 6% (Bolton 9%)

Maths:

- Disadvantaged pupils 69% (Bolton 66%, National 60%)
- Higher standard - Disadvantaged pupils 26% (Bolton 19%, National 15%)

Evaluation July 2026

Disadvantaged pupils perform well overall compared to non disadvantaged counterparts and equal to or better than disadvantaged pupils nationally

EYFS Headline data shows that:

- C&L - 75% of pupils achieved (disadvantaged – 74%, Bolton 66%, National 67%)
- PSED - 73% achieved (disadvantaged – 71%, Bolton 71%, National 72%)
- PD - 77% achieved (disadvantaged – 77%, Bolton 74%, National 74%) • Lit - 57% achieved (disadvantaged – 61%, Bolton 53%, National 54%)
- Maths - 65% achieved (disadvantaged – 68%, Bolton 59%, National 63%)

Phonic screen 24-25 Year 1:

- All pupils 79% - with 4 disapplied removed – 85% - (Bolton 79%, National 80%)
- Disadvantaged pupils 83% (Bolton 69%, National 67%)

Year 2:

- All pupils 90% (Bolton 86%)- remaining are significant SEND
- Disadvantaged pupils 85% (Bolton 81%)

End of KS2:

RWM combined:

- EXS - Disadvantaged pupils 57% (Bolton 51%, National 47%)
- Higher standard - Disadvantaged pupils 6% (Bolton 5%, National 4%)

Reading:

- Disadvantaged pupils 77% (Bolton 65%, National 63%)
- Higher standard - Disadvantaged pupils 31% (Bolton 20%, National 21%)

Writing:

- Disadvantaged pupils 63% (Bolton 62%, National 59%)
- Higher standard - Disadvantaged pupils 6% (Bolton 9%)

Maths:

- Disadvantaged pupils 69% (Bolton 66%, National 60%)
- Higher standard - Disadvantaged pupils 26% (Bolton 19%, National 15%)

Objective 2	
To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.	
Outcomes	Measured by
- Pupils with SEND make good or better progress from their starting points. - Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets. - High levels of participation in extra curricular activity	- Pupil progress evidence - Data pack/ ASP evidence - Lesson observations/ learning walks - Pupil interviews - Club attendance records
Activity	Progress Milestones
- Identify the barriers to learning for SEND pupils. - Ensure appropriate provision is in place for all pupils with SEND- EHCP/ learning plans - Effective work with external agencies including health to ensure that provision is centred around the child and families effectively to meet their needs.	- Data to show that SEND pupils are making good or better progress from starting points and that they are making progress in line with national expectations. - Inclusion meetings to share pupil data, highlight specific pupils, and discuss appropriate intervention. - Provision adapted based on the advice of other professionals and the needs of the children. Links with external agencies are strong and additional support is in place where needed. - SEND funding is used to support pupils identified as having SEND and pupils' needs are met
Evaluation July 2025: Pupil progress meetings show that SEND pupils are making progress, with some working successfully at their own level within a differentiated curriculum. Progress is closely monitored, and the rigour of monitoring has increased, ensuring needs are identified and addressed swiftly. SEND pupils performed well compared to SEND pupils national in Y1 and Y2 phonics. Phonic screen 24-25 Year 1: - All pupils 79% - with 4 disappled removed – 85% -(Bolton 79%, National 80%) - SEND pupils 69% (Bolton 56%, National 62%) Phonics End of KS1: - All pupils 90% (Bolton 86%)- remaining are significant SEND - SEND pupils 86% (Bolton 73%) In KS2 SEND pupils performed above with SEND pupils nationally in reading but below in Maths and Writing/ KS2 Reading: - SEND pupils 17% (Bolton 32%, National 32%) - Higher standard - SEND pupils 9% (Bolton 12%, National 13%) KS2Writing: - SEND pupils 63% (Bolton 62%, National 59%) - Higher standard - SEND pupils 0% (Bolton %) Maths: - SEND pupils 42% (Bolton 46%, National 57%) - Higher standard - SEND pupils % (Bolton 9%, National 10%)	
Evaluation July 2026:	

Objective 3	
Ensure that emotional and mental wellbeing of our children and staff is an intrinsic part of the education offered at Red Lane, ensuring all achieve across the curriculum.	
Outcomes	Measured by
- Pupils with social and emotional difficulties make progress in line with national levels and gap between them and their peers is reduced. - Thrive is effectively embedded and the numbers of pupils needing 1:1 intervention decreases over time. - Pupils with social and emotional difficulties are effectively catered for and reasonable adjustments made in all lessons and at different parts of the day. - Children are able to access all aspects of their learning due to a healthier social and emotional mind set. - Staff feel supported with their own wellbeing and are confident to raise any difficulties they may be having.	- Pupil progress data shows pupils are making good or better progress from starting points - Thrive data - Lesson observations - Reduced behaviour incidents recorded on CPOMS - Lesson observations - Pupil voice - Thrive data - Class action plans/ learning plans - Lesson observations - Pupil voice - Thrive data - Staff voice - Staff absence records
Activity	Progress Milestones
- Appropriate provision is in place to address children's emotional well-being. - Identify children and follow the inclusion referral pathway to ensure barriers are quickly addressed to avoid any further difficulties. - Range of barriers are identified and dealt with: - Loss and bereavement - Self-esteem - Social skills - Emotions - Friendship issues - Relationships - Anger Management - Behaviour - Anxiety - Bullying - Termly Thrive assessment - Fortnightly inclusion meetings to discuss pupil need	- Barriers to learning are reduced and children report that they are happy children in school and at home. - Staff and parents have a good understanding of the referral route. - Monitoring and pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training in place. - Data shows identified pupils are making at least expected progress and are in line with their peers
Evaluation July 2025: Pupils with social and emotional difficulties are well supported through targeted provision, enabling them to make progress in learning. The use of alternative provision has supported the most vulnerable pupils with this. Lesson observations and pupil voice demonstrate that pupils are able	

to access learning due to improved social and emotional wellbeing, with barriers such as anxiety, self-esteem, bereavement, and friendship issues addressed quickly through the referral pathway. Behaviour incidents including suspensions recorded on CPOMS have reduced, further evidencing positive impact. Staff voice indicates that wellbeing support is strong, with staff confident to raise concerns and access help when needed. Parents and staff also have a clear understanding of the referral process, contributing to effective collaboration. As a result, pupils report being happy in school and at home, and both staff and pupils feel well supported, creating a positive climate for learning.

Evaluation July 2026:

The emotional and mental wellbeing of children and staff remains an intrinsic part of education at Red Lane, supporting all pupils to achieve across the curriculum. Pupils with social and emotional difficulties are well supported through targeted provision, including Thrive and alternative provision for the most vulnerable, enabling progress in learning. Lesson observations and pupil voice show pupils accessing learning due to improved wellbeing, with barriers such as anxiety, self-esteem, bereavement and friendship issues addressed quickly through the referral pathway. Behaviour incidents, including suspensions on CPOMS, have reduced, evidencing positive impact.

The school has recently strengthened this offer by joining a partnership with the Mental Health Support Team (MHST), working towards the Emotionally Friendly Setting initiative, and undertaking the Wellbeing Award — reflecting a whole-school commitment to embedding wellbeing further. Staff voice indicates strong wellbeing support, with staff confident to raise concerns, and parents and staff have a clear understanding of the referral process, supporting effective collaboration. As a result, pupils report being happy in school and at home, and staff and pupils alike feel well supported, creating a positive climate for learning where pupils with social and emotional difficulties can achieve in line with their peers. The Headteacher has also trained as a Positive Regard Specialist.

Objective 4

Reduce incidents of racist and homophobic language and all forms of bullying.

Outcomes	Measured by
- Reduction in incidents of inappropriate language against pupils with protected characteristics. - Pupils report they feel safe in school - Pupils talk positively about diversity	- CPOM records - Pupil and parent surveys
Activity	Progress Milestones
- Curriculum is tailored to raise positive awareness of individuals with protected characteristics - National and International dates celebrated to learn about diversity through assembly as well as curriculum - Closely monitor any incidents to ensure all incidents of bullying are recorded, including use of homophobic or racist language and bullying targeted at individuals with protected characteristics	- Pupils are able to articulate diversity with a positive frame. They can give examples of significant individuals across the curriculum. - Analysis of CPOMS shows minimal incidents. Any that do occur are dealt with seriously and actions and follow up are clear. - Records show a decrease in incidents

• Weekly picture news celebrating diversity and protected characteristics. • Ambitious online safety curriculum and parent education	• Pupils are able to articulate diversity with a positive frame. They can give examples of significant individuals • Online incidents or use of derogatory language is reduced.
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Evaluation July 2025:

The school has created a culture where diversity and inclusion are actively promoted, resulting in a clear reduction in incidents of racist, homophobic, or discriminatory language. Analysis of CPOMS records shows minimal incidents, with any that do occur being dealt with seriously and followed up thoroughly. Pupil and parent surveys confirm that pupils feel safe in school and are confident that any concerns are addressed promptly. Through a curriculum that raises awareness of individuals with protected characteristics, the celebration of national and international events, weekly Picture News, and assemblies, pupils are able to talk positively about diversity and articulate it with a positive frame, often referring to significant individuals studied across the curriculum. The online safety programme, combined with parent education, has also contributed to a reduction in online derogatory language or incidents. Overall, evidence demonstrates that pupils respect and value difference, feel safe in school, and are well supported to thrive in an inclusive and respectful environment. This was supported by the Challenge Partners review and an Outstanding Personal Development grading in Ofsted.

Evaluation July 2026:

A strong school culture of respect and inclusion has taken root. CPOMS monitoring evidences that such incidents remain low, and where they do arise, staff respond swiftly and seriously, with clear follow-up action ensuring lessons are learned and behaviours addressed.

Survey feedback from pupils and parents reflects strong confidence in the school's approach: pupils feel safe, and both pupils and families trust that concerns raised will be handled appropriately and without delay. This positive climate has been shaped by deliberate curriculum design, with individuals holding protected characteristics woven into learning across subjects, and further reinforced through assemblies, weekly Picture News sessions, and the marking of significant national and international dates. As a result, pupils speak confidently and positively about diversity, drawing on real examples of people they have studied to explain why difference matters. A robust online safety curriculum, paired with proactive parent engagement, has further reduced instances of derogatory language occurring online, extending the school's inclusive ethos beyond the classroom