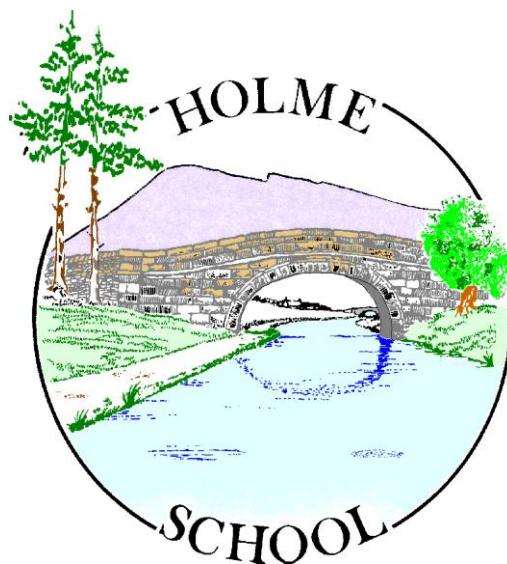


# Holme Community School



## Equality Information and Objectives 2025-2029

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	Catherine Starrs (Chair of Governors)	
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### 1. Aims

Holme Community 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. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

At Holme Community School everyone is committed to ensuring that equality of opportunity is available to all members of our School Community. It should be read in conjunction with The Equality Act (2010) and Schools, revised version May 2014.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in School, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/Carers
- The Governing Body
- Multi-agency staff linked to school

- Visitors to school and Volunteers
- Students on placement

The equality act also states: 'it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race or ethnicity
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

*'It is 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.'* Equality Act 2010.

We believe that equality at our school is an underpinning value, embedded within all our work, and promoted through the ethos of our school. It is the responsibility of every member of the school and wider community. We believe that equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

### **Ethos and atmosphere**

The leadership of the school community will demonstrate mutual respect between all members of the school community. There is an openness of atmosphere, which welcomes everyone to school. All within our school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to school

## **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](#).

## **3. Roles and responsibilities**

The governing board 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 headteacher

The equality link governor is **Susan Turner**. They 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 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
- Meet with the equality link governor every term to raise and discuss any issues

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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteacher is responsible for monitoring equality issues, and there is 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 which 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 the attainment data for different groups of children to determine strengths and areas for improvement and implement actions in response
- Report incidents of bullying of specific groups to members of the governing body.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- 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 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.

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**

### **Objective 1**

#### **Ensure that inspirational figures are promoted from a wide-range of backgrounds**

Why we have chosen this objective: We want to ensure that children grow up ready for an increasingly globalized World with knowledge and understanding of different cultures and diversity. Noting that understanding builds tolerance. We also want children to feel represented in literature and assemblies in school.

To achieve this objective we plan to: Track 'people who inspire us' through the assembly planner and use a range of texts to promote diversity.

### **Objective 2**

#### **To improve attainment for pupils from disadvantaged backgrounds through increased opportunities and targeted intervention.**

Why we have chosen this objective: Our data currently shows a small disadvantaged gap.

To achieve this objective we plan to: *Disadvantage passports for pupils, training for staff, targeted interventions to narrow the gap. Senior Leader responsible for disadvantaged performance.*

### **Objective 3**

#### **To raise awareness of different types of SEND for all pupils.**

Why we have chosen this objective: *To build up understanding, tolerance and respect of different needs so that all children become advocates for each other.*

To achieve this objective we plan to: *Incorporate ‘celebrating difference’ as an assembly theme, and mark significant events like World Mental Health Day, Autism Awareness Week etc.*

### **Objective 4**

#### **To reduce the number of children from disadvantaged backgrounds who are persistently absent (below 90%)**

Why we have chosen this objective: Children from disadvantaged backgrounds account for 75% of our PA figures.

To achieve this objective we plan to: Pupil support manager to focus on attendance coaching with disadvantaged pupils, reducing barriers to coming to school and incentivizing.

## **9. Monitoring arrangements**

As well as monitoring pupil performance in, we also regularly monitor a range of other information. This relates to:

- Attendance – absence, both authorised and unauthorised – school achieves more than 97% attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Participation in extended learning opportunities
- Parental involvement

Our monitoring enables us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Holme Community School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of all sections of the community in order to respect and respond to the needs of our school population.

The Headteacher and Equality Link Governor will update the equality information we publish, [described in sections 4-7 above], annually.

This document will be reviewed by governing body at least every 4 years.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEN information report
- SEND Policy

