

# **Holmes Chapel Comprehensive School and Sixth Form College**

## **Public Sector Equality Duty Statement**

### **2025 to 2027**

#### **Introduction**

HCCS is committed to meeting 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
- Consider the impact of all policies on the elimination of discrimination

This Public Sector Equality Duty Statement was first published in summer 2023 and has undergone a major review in July 2025. The revision is driven by an intention to be more overt in the reporting of equality and diversity in all aspects of the academy's activities.

#### **Legislation and guidance**

This document meets the requirements under the following legislation and guidance:

- [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
- Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

#### **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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the executive headteacher
- Ensure that an impact assessment is carried out when agreeing all new policies to ensure that discrimination is eliminated from all aspects of the academy's activities
- Appoint a lead governor who will act as a link between the governing board and operational management team in all aspects of equality and diversity

**The executive headteacher will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Appoint a designated members of staff who will champion equality in the following activities:
  - Access to school and facilities - Equality in access
  - Recruitment and retention of staff - Equality in employment
  - Development of a broad and inclusive curriculum - Equality in learning
  - Behaviour management - Equality of opportunity
  - Communication - Equality in access to information

**All staff** have a responsibility to act in a way that positively promotes equality and diversity towards all members of the whole school community, having regard to this document.

**Eliminating discrimination**

The governing board and the senior leadership of the academy are aware of their obligations under the Equality Act 2010. They will positively look for ways to demonstrate this in the day to day life of the school.

All new policies will 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.

The executive headteacher will reference the impact on equality and diversity when reporting progress against the school development to the governing board.

**Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the academy 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available which identifies 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
- Monitor equality and diversity in the participation in curriculum enriching activities, for example sporting events and school trips

### **Equality considerations in decision-making**

Academy staff ensure they have due regard to equality considerations whenever significant decisions are made. The academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school carries out an equality and diversity impact assessment to ensure that we are overt in the elimination of discrimination.

The school keeps a written record of the impact assessments to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### **Equality objectives**

It is important to set a number of objectives that will help the school to work towards meeting its commitments in this statement.

#### **1. School buildings and facilities - Equality of access**

The academy will commission an audit of the school site and facilities every two years. The assessment should be carried out by a relevant independent source with specialist expertise in this area. A clear action plan for improvement will be presented to the governing board and progress reported on a regular basis, at least twice per school year.

All major capital projects will include an accessibility impact assessment prior to any work being carried out. Equality of access should be a starting point in both the planning and delivery of capital investments.

**Lead: Estates Manager**

#### **2. Recruitment and retention of staff - Equality in employment**

The recruitment, retention, development, reward and regulation of the academy's workforce will be a major cornerstone in the achievement of equality and diversity. The academy has already

achieved the accreditation Disability Confident Employer which is a minimum statement but one to build on.

In regards to equality in employment, key activities will include:

- All employment related policies will include a statement about how equality and diversity will be achieved by the implementation of the policy. This includes policies on recruitment, remuneration, access to training and other employment policies.
- The academy will put in place arrangements to collect and process data to monitor the impact on employment policies on the development of a diverse and inclusive workforce.

**Lead: HR Manager**

### **3. Development of a broad and inclusive curriculum - Equality designed into the curriculum**

The school has an ambition to offer students access to a broad and fulfilling curriculum. The focus being on giving all of our students the very best life chances possible. We recognise that within our current school community is a growing level of diversity and the learning opportunities for all students should better reflect the cultural, religious and socioeconomic backgrounds of our students.

Learning together means 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.

By building diversity into the curriculum in key skills such as in English and reading, pupils will be introduced to literature from a range of cultures.

The academy will put in place arrangements to collect and process data to monitor the impact of the curriculum in promoting equality and diversity in learning.

**Lead: Deputy Headteacher - Teaching and Learning**

### **4. Promoting positive behaviour - Equality of opportunity**

The safety of all of our students is an overarching priority and the policies we have in place to promote positive behaviours define both acceptable and unacceptable behaviours. This includes a system to reward positive behaviours and to sanction against unacceptable behaviours such as bullying. The academy has a zero tolerance approach to bullying, harassment and discrimination in any form.

Tolerance, friendship and understanding of a range of religions and cultures will be promoted through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education. It also includes organising assemblies dealing with relevant issues where pupils will be encouraged to take a lead. The staff will develop links with people and groups who have specialist knowledge about particular characteristics, and this will help to inform and develop our approach.

The academy will put in place arrangements to collect and process data to monitor the impact of behaviour policies in relation to the impact on students in relation to equality and diversity.

**Lead: Deputy Headteacher - Behaviour and Welfare**

## **5. Communication - Equality in access to information**

The way that we communicate with each other and the sharing of information is an important feature of a system built around equality of access. Within our school community we have around 40 different languages other than English, spoken by our families. This raises questions on the validity of the way we currently share information about daily school life and student progress not just in terms of language but also format. The academy will put in place opportunities for information to be available in a range of formats to ensure equality of access.

**Lead: Director of Operations**

### **Monitoring arrangements**

Progress towards meeting the objectives set out in this statement will be monitored throughout the school year as part of the executive headteacher's reports and updates. The aim is for monitoring progress towards the elimination of any form of discrimination in any of the academy's activities to be woven into all aspects of the normal running of the school and the implementation of the school development plan. In other words, the senior leadership team should be overt in highlighting the intentions in regard to equality and diversity.

**The statement and impact will be reviewed in July each year.**