



Holmes Chapel Comprehensive School and Sixth Form College

Public Sector Equality Duty Statement 2026 - 2030

1. Introduction

Holmes Chapel Comprehensive School (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.

2. 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 & frameworks (2026): *The Equality Act 2010 and schools***, alongside the *Inclusion Bases in Schools* guidance, utilizing the 7 DfE Inclusion Themes.

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.
- **Appoint a Lead Governor for Equality and Inclusion**, who will report directly to the full Governing Board.

The Lead Governor for Equality and Inclusion will:

- Meet with the Executive Headteacher and other relevant staff members to discuss any issues, progress on objectives, and how challenges are being addressed.
- Ensure they are thoroughly familiar with all relevant legislation, modern inclusion frameworks, and the contents of this document.
- Attend appropriate equality, diversity, and statutory inclusion training.
- **Report back directly to the full Governing Board** at designated intervals regarding compliance, progress, and issues.

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 the Lead Governor and the Governing Board.
- Appoint designated staff members as **Equality Champions** who will support the Executive Headteacher in promoting equality and work closely with the Lead Governor.
- Appoint a **Student Equality Champion** within the student leadership team.

Staff Expectation: All staff are expected to have regard to this document and to actively work toward achieving the objectives set out within it.

4. Eliminating Discrimination

HCCS is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- **Policy Integration:** Where relevant, our school policies include explicit reference to the importance of avoiding discrimination and other prohibited conduct.
- **Governance & Oversight:** Staff and governors are regularly reminded of their responsibilities under the Equality Act during meetings, with discussions formally recorded in meeting minutes.
- **Training:** New staff receive training on the Equality Act as part of their induction, and all existing staff receive regular refresher training.
- **Collaboration:** Equality Champions from the governing board, staff, and student leadership team collectively monitor equality issues, regularly liaising to ensure senior leaders are aware of relevant matters.

5. 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 LGBTQ+ pupils who face discriminatory 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 participation** of people who have a particular characteristic to participate fully in all school 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:

1. Publish attainment data each academic year showing how pupils with different characteristics are performing.
2. Analyse data to determine strengths and areas for improvement, implement clear actions in response, and publish this information.
3. Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic, biphobic, or transphobic bullying).
4. Publish further data about any issues associated with particular protected characteristics, identifying specific factors that could affect our pupils.

6. Fostering Good Relations

HCCS aims to foster good relations between those who share a protected characteristic and those who do not by:

- **Curriculum Integration:** Promoting tolerance, friendship, and understanding of a range of religions and cultures through RE, Citizenship, and Personal, Social, Health, and Economic (PSHE) education, alongside cultural representation in subjects like English literature.
- **Assemblies:** Holding assemblies dealing with relevant equality issues, where pupils are encouraged to take a leading role.
- **Community & Student Voice:** Working closely with our local community and empowering our Student Council to enhance the feeling of inclusive citizenship.
- **Proactive Initiatives:** Encouraging and implementing initiatives to resolve any tensions between different groups of pupils, and ensuring equal access to extracurricular activities such as sports clubs.
- **Specialist Partnerships:** Developing links with external groups and individuals who have specialist knowledge about particular characteristics to inform and enhance our approach.

7. 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 considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent, dignified facilities for all students.

The school keeps a written record (known as an **Equality Impact Assessment**) to show we have actively considered our equality duties. This is recorded at the same time as the risk assessment when planning school trips and activities, completed by the organizing staff member, and stored electronically.

8. Equality Objectives (2026 - 2030)

Objective 1

Monitor progress on implementing accessibility modifications identified in our site reviews, ensuring that financial implications are actively integrated into the annual budget-setting process.

- *Action:* Review our ongoing full-site accessibility action plan annually to ensure physical and sensory barriers are minimized.
- *Oversight:* Progress will be monitored by the **Lead Governor for Equality and Inclusion** and reported directly to the **Governing Board**.

Objective 2

Train all members of staff and governors involved in recruitment and selection on equal opportunities, safer recruitment, and non-discrimination by the end of the 2026-27 academic year.

- *Action:* Provide refreshed training for all staff involved at any stage of recruitment. After the 2026-27 academic year, no staff member or governor will participate in a panel without completing this training.
- *Oversight:* Progress updates will be delivered by the Executive Headteacher to the **Lead Governor for Equality and Inclusion** for board review.

Objective 3

Maintain and promote our "Disability Confident" employer accreditation status, featuring the badge across all job adverts, application packs, and recruitment portals to address under-representation in the school workforce.

- *Action:* Complete reviews required to maintain or advance our status within the government's Disability Confident scheme by January 2027.
- *Oversight:* Monitored by the **Lead Governor for Equality and Inclusion**.

Objective 4

Formally publish and embed the HCCS Inclusion Strategy by December 31, 2026, mapping our provisions against the DfE's 7 Inclusion Themes and anchoring a safe, respectful culture of belonging.

- *Action:* Align student behaviour, safeguarding, and anti-bullying policies with our equality duty, actively tracking and evaluating trends regarding identity-based bullying.

- *Oversight:* Reviewed by the **Lead Governor for Equality and Inclusion** and formally ratified by the **Governing Board**.

9. Monitoring Arrangements

Monitoring of progress on the issues of equality and inclusion will be coordinated by the **Lead Governor for Equality and Inclusion**. Following their evaluation, this document and progress updates will be formally considered and approved by the full **Governing Board** at least once per year for data updates, with a full policy renewal every four years. Progress towards meeting the objectives set out in this statement will be monitored throughout the school year. Any necessary structural changes to the objectives will be formally agreed upon by the full **Governing Board**.

Review Timeline: This statement will be reviewed by the **Lead Governor for Equality and Inclusion** in the **Autumn Term of the 2026/27 academic year** and will be due for full renewal by the **Governing Board** by **December 2030**.