



Hollywater  
School

Inspire. Believe. Achieve.

## HOLLYWATER SCHOOL EQUALITIES STATEMENT

### APPENDIX A

<b>Approved by: Chair of Governors</b>  <b>Silas Jones</b>		<b>Date:</b> November 2023
<b>Headteacher: Maria-Brigid Ryan</b>		
<b>Last reviewed on:</b>	December 2022	
<b>Next review due by: (Annually)</b>	December 2024	

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

This information should also be read in conjunction with our equality objectives.

In compiling this equality information we have:

- Identified evidence of equality we already have within policies and practice and identified gaps.
- Examined how we engage with the protected groups, identifying where practice could be improved.

We have also involved staff, pupils, parents and others in the following ways:

- Discussions at School Council meetings
- Surveys for parents, staff, Governors and pupils
- Contact with the local community

## **Report for Hollywater School**

Hollywater School is a community special school for children with Special Educational Needs and Disabilities ( SEND ). The school is set in extensive grounds on the edge of Bordon town. The school has specialist rooms for Science and Food Technology as well as having other specialist areas, such as a sensory room and hydrotherapy pool, to meet pupils' therapeutic needs. Most pupils travel to school on HCC school transport.

## Hollywater Vision Statement

**'Inspire. Believe. Achieve.'**

Hollywater School is an accessible and inclusive school that has close links to the local community. It is a school where diversity is celebrated and strong partnerships are built. The curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress and achievement for all. Hollywater School aims to provide all pupils with the necessary skills needed to enable them to be as independent as possible in adulthood.

Hollywater School enables all learners to:

- Make appropriate decisions and choices.
- Build effective relationships.
- Prepare themselves for the challenges of independent living and change.
- Develop a positive self-image and awareness of their rights and responsibilities.
- Be active participants in their learning.
- Learn to be effective communicators.
- Enhance their social understanding and the skills of citizenship.
- Manage their own behaviour appropriately.
- Develop skills and understanding to keep themselves safe
- Enjoy life and have fun.

The profile of our current school as at November 2023 is represented below :

Current school profile, staffing structure and governing body details November 2023

Pupil Population	MLD	SLD	PMLD	Ethnic Minority	Total number pupils in school
Male	19	80	6	21	102
Female	4	30	3	9	40

Staff Population	Ethnic minority	Declared disability	Total
Male	0	0	6
Female	5	1	75

Governing body	Ethnic minority	Declared disability	Total
Male	0	0	4
Female	0	0	3

### Pupil-related data for 2022-2023 :

For pupils in KS1, 2, 3, 4 and Post 16 their attainment is significantly below national standards in all key subjects and for different groups of pupils. As the pupils' cognitive ability is low their attainment is unlikely to ever rise above low in comparison to national standards.

At the end of KS2 indicators of attainment are below national standards. At the end of Key Stage 4 all pupils engage in external accreditation and Entry Levels. An analysis of pupil performance data indicates that pupil progress at Hollywater School is still well below national standards. However, though pupil attainment is well below age related expectations, the large majority of pupils achieve the school expected rates of progress or better against prior attainment.

We are confident that we are consistently enabling individual pupils to maximise their learning and achieve the skills they need to be independent learners, preparing them for adulthood ( see EHCP's, EHCP reviews, EFL learning journeys, EFL evidence and assessment data, Accreditation portfolios, Individual Positive Behaviour Plans ( IPBMP ), Behaviour Maps and Zones of Regulation toolkits ).

### Pupil attainment data July 2023 :

#### ALL PUPILS

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	7% ( 9 )	11% ( 13 )	14% ( 17 )	11% ( 13 )	37% ( 46 )	30% ( 35 )	21% ( 26 )	24% ( 28 )	8% ( 10 )	10% ( 12 )	14% ( 18 )	12% ( 14 )
<b>Maths</b>	5% ( 7 )	9% ( 13 )	11% ( 14 )	12% ( 17 )	22% ( 28 )	39% ( 55 )	23% ( 29 )	21% ( 30 )	13% ( 16 )	8% ( 11 )	26% ( 34 )	11% ( 15 )
<b>Science</b>	5% ( 6 )	10% ( 11 )	18% ( 21 )	17% ( 20 )	39% ( 45 )	38% ( 44 )	17% ( 19 )	23% ( 26 )	13% ( 15 )	9% ( 10 )	7% ( 8 )	3% ( 4 )

#### SLD

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	6% ( 6 )	11% ( 12 )	18% ( 17 )	13% ( 14 )	37% ( 36 )	32% ( 34 )	23% ( 21 )	25% ( 27 )	7% ( 8 )	7% ( 8 )	9% ( 9 )	12% ( 13 )
<b>Maths</b>	4% ( 4 )	9% ( 10 )	14% ( 15 )	13% ( 14 )	30% ( 28 )	40% ( 44 )	23% ( 21 )	22% ( 24 )	13% ( 13 )	16% ( 18 )	17% ( 17 )	0%
<b>Science</b>	4% ( 4 )	10% ( 8 )	26% ( 26 )	21% ( 17 )	38% ( 36 )	38% ( 31 )	16% ( 15 )	21% ( 17 )	14% ( 13 )	10% ( 8 )	2% ( 2 )	4% ( 3 )

**MLD**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
English	11% ( 3 )	9% ( 2 )	7% ( 2 )	4% ( 1 )	36% ( 10 )	26% ( 6 )	11% ( 3 )	35% ( 8 )	3% ( 1 )	9% ( 2 )	32% ( 9 )	17% ( 4 )
Maths	7% ( 2 )	13% ( 3 )	7% ( 2 )	4% ( 1 )	7% ( 2 )	39% ( 9 )	11% ( 3 )	22% ( 5 )	11% ( 3 )	13% ( 3 )	57% ( 16 )	9% ( 2 )
Science	7% ( 2 )	13% ( 3 )	4% ( 1 )	13% ( 3 )	50% ( 14 )	44% ( 10 )	19% ( 5 )	26% ( 6 )	13% ( 3 )	4% ( 1 )	7% ( 2 )	0%

**PMLD**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
English	0%	13% ( 1 )	14% ( 1 )	38% ( 3 )	29% ( 2 )	13% ( 1 )	43% ( 3 )	25% ( 2 )	14% ( 1 )	13% ( 1 )	0%	0%
Maths	0%	13% ( 1 )	0%	50% ( 4 )	29% ( 2 )	13% ( 1 )	71% ( 5 )	25% ( 2 )	0%	0%	0%	0%
Science	0%	0%	71% ( 5 )	0%	29% ( 2 )	38% ( 3 )	0%	38% ( 3 )	0%	13% ( 1 )	0%	13% ( 1 )

**PUPIL PREMIUM AND FSM**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
English	10% ( 4 )	13% ( 8 )	46% ( 19 )	9% ( 6 )		25% ( 16 )	26% ( 10 )	30% ( 19 )		8% ( 5 )	18% ( 7 )	11% ( 7 )
Maths	8% ( 3 )	15% ( 9 )	28% ( 11 )	10% ( 6 )		36% ( 22 )	41% ( 16 )	26% ( 16 )		10% ( 6 )	23% ( 9 )	7% ( 4 )
Science	8% ( 3 )	13% ( 7 )	58% ( 23 )	18% ( 10 )		36% ( 20 )	31% ( 12 )	24% ( 13 )		6% ( 3 )	3% ( 1 )	4% ( 2 )

**GENDER - BOYS**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
English	7% ( 6 )	9% ( 9 )	46% ( 43 )	16% ( 16 )		26% ( 27 )	30% ( 27 )	28% ( 28 )		12% ( 12 )	17% ( 15 )	10% ( 10 )
Maths	6% ( 5 )	9% ( 9 )	28% ( 25 )	13% ( 13 )		39% ( 40 )	38% ( 35 )	18% ( 19 )		17% ( 18 )	29% ( 26 )	4% ( 4 )
Science	6% ( 5 )	10% ( 8 )	58% ( 48 )	19% ( 15 )		31% ( 25 )	29% ( 24 )	28% ( 23 )		11% ( 9 )	7% ( 6 )	1% ( 1 )

**GENDER - GIRLS**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	9% ( 3 )	16% ( 6 )	56% ( 20 )	11% ( 4 )		34% ( 13 )	26% ( 9 )	18% ( 7 )		5% ( 2 )	9% ( 3 )	16% ( 6 )
<b>Maths</b>	3% ( 1 )	11% ( 4 )	49% ( 17 )	11% ( 4 )		40% ( 15 )	31% ( 11 )	29% ( 11 )		8% ( 3 )	17% ( 6 )	3% ( 1 )
<b>Science</b>	3% ( 1 )	9% ( 3 )	59% ( 18 )	15% ( 5 )		55% ( 18 )	32% ( 10 )	9% ( 3 )		3% ( 1 )	6% ( 2 )	9% ( 3 )

**CLA**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	0%	0%	100% ( 2 )	0%		100% ( 2 )	0%	0%		0%	0%	0%
<b>Maths</b>	0%	0%	100% ( 2 )	50% ( 1 )		50% ( 1 )	0%	0%		0%	0%	0%
<b>Science</b>	0%	0%	100% ( 2 )	0%		100% ( 2 )	0%	0%		0%	0%	0%

**ETHNICITY ( OTHER )**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	21% ( 4 )	8% ( 2 )	52% ( 10 )	29% ( 7 )		13% ( 3 )	16% ( 3 )	21% ( 5 )		17% ( 4 )	11% ( 2 )	13% ( 3 )
<b>Maths</b>	11% ( 2 )	8% ( 2 )	32% ( 6 )	17% ( 4 )		25% ( 6 )	37% ( 7 )	33% ( 8 )		4% ( 1 )	20% ( 4 )	13% ( 3 )
<b>Science</b>	11% ( 2 )	6% ( 1 )	50% ( 9 )	12% ( 2 )		65% ( 11 )	33% ( 6 )	12% ( 2 )		6% ( 1 )	6% ( 1 )	0%

EYFS

EYFS curriculum area	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Year data comparison	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>Communication and Language</b>	0%	14% ( 2 )	33%	29% ( 4 )	0%	0%	17%	29% ( 4 )	33%	7% ( 1 )	17%	21% ( 3 )
<b>Personal, Social and Emotional Development</b>	0%	0%	33%	21% ( 3 )	0%	0%	50%	75% ( 6 )	17%	14% ( 2 )	0%	21% ( 3 )
<b>Maths</b>	0%	0%	13%	29% ( 4 )	13%	29% ( 4 )	25%	14% ( 2 )	13%	7% ( 1 )	38%	14% ( 2 )
<b>Physical Development</b>	0%	7% ( 1 )	17%	14% ( 2 )	33%	14% ( 2 )	17%	33% ( 5 )	0%	14% ( 2 )	33%	21% ( 3 )
<b>Literacy</b>	0%	7% ( 1 )	25%	40% ( 6 )	0%	0%	38%	14% ( 2 )	25%	14% ( 2 )	13%	14% ( 2 )
<b>Understanding The World</b>	0%	0%	17%	7% ( 1 )	17%	40% ( 6 )	50%	7% ( 1 )	17%	33% ( 5 )	0%	7% ( 1 )
<b>Expressive Arts and Design</b>	0%	7% ( 1 )	17%	7% ( 1 )	17%	27% ( 4 )	67%	27% ( 4 )	0%	13% ( 2 )	0%	13% ( 2 )

KS1

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	11% ( 1 )	38% ( 3 )	0%	0%		0%	22% ( 2 )	0%		25% ( 4 )	67% ( 6 )	38% ( 3 )
<b>Maths</b>	11% ( 1 )	25% ( 2 )	11% ( 1 )	0%		0%	22% ( 2 )	0%		11% ( 1 )	56% ( 5 )	63% ( 5 )
<b>Science</b>	11% ( 1 )	13% ( 1 )	33% ( 3 )	13% ( 1 )		0%	33% ( 3 )	0%		50% ( 4 )	23% ( 2 )	25% ( 2 )

KS2

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	9% ( 3 )	13% ( 5 )	64% ( 21 )	15% ( 6 )		30% ( 12 )	24% ( 8 )	20% ( 8 )		15% ( 6 )	9% ( 3 )	8% ( 3 )
<b>Maths</b>	0%	11% ( 4 )	33% ( 11 )	14% ( 5 )		40% ( 14 )	55% ( 18 )	29% ( 10 )		6% ( 2 )	12% ( 4 )	0%
<b>Science</b>	0%	4% ( 1 )	58% ( 19 )	25% ( 7 )		29% ( 8 )	33% ( 11 )	21% ( 6 )		14% ( 4 )	9% ( 3 )	7% ( 2 )



**KS3**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	2% ( 1 )	9% ( 3 )	39% ( 16 )	6% ( 2 )		40% ( 13 )	39% ( 16 )	25% ( 8 )		9% ( 3 )	20% ( 8 )	9% ( 3 )
<b>Maths</b>	5% ( 2 )	12% ( 4 )	24% ( 10 )	6% ( 2 )		41% ( 14 )	44% ( 18 )	12% ( 4 )		18% ( 6 )	27% ( 11 )	12% ( 4 )
<b>Science</b>	5% ( 2 )	8% ( 3 )	66% ( 27 )	11% ( 4 )		42% ( 16 )	29% ( 12 )	21% ( 8 )		18% ( 7 )	0%	0%

**KS4**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>English</b>	7% ( 2 )	6% ( 2 )	52% ( 15 )	13% ( 4 )		31% ( 10 )	34% ( 10 )	38% ( 12 )		6% ( 2 )	7% ( 2 )	6% ( 2 )
<b>Maths</b>	3% ( 1 )	3% ( 1 )	28% ( 8 )	16% ( 6 )		43% ( 16 )	24% ( 7 )	35% ( 13 )		3% ( 1 )	45% ( 13 )	0%
<b>Science</b>	0%	0%	69% ( 20 )	19% ( 6 )		63% ( 20 )	21% ( 6 )	13% ( 4 )		0%	10% ( 3 )	6% ( 2 )

**FE**

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Year data comparison	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>Adult Literacy overall</b>	0%	0%	27%( 4 )	8% ( 1 )	60% ( 9 )	50% ( 6 )	13% ( 2 )	42% ( 5 )	0%	0%	0%	0%
<b>Adult Literacy - reading</b>	0%	0%	33% ( 5 )	8% ( 1 )	53% ( 8 )	83% ( 10 )	13% ( 2 )	0%	0%	0%	0%	8% ( 1 )
<b>Adult Literacy - speaking</b>	0%	0%	20% ( 3 )	0%	73% ( 11 )	67% ( 8 )	7% ( 1 )	25% ( 3 )	0%	8% ( 1 )	0%	0%
<b>Adult Literacy - writing</b>	0%	0%	20% ( 3 )	8% ( 1 )	80% ( 12 )	67% ( 8 )	0%	13% ( 2 )	0%	0%	0%	8% ( 1 )
<b>Adult Literacy - listening</b>	0%	0%	20% ( 3 )	0%	67% ( 10 )	50% ( 6 )	13% ( 2 )	42% ( 5 )	0%	0%	0%	8% ( 1 )

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Year data comparison	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>Adult Numeracy overall</b>	0%	0%	20% ( 3 )	8% ( 1 )	67% ( 10 )	58% ( 7 )	13% ( 2 )	8% ( 1 )	0%	0%	0%	25% ( 3 )
<b>Adult Numeracy - number</b>	0%	0%	27% ( 4 )	0%	53% ( 8 )	67% ( 8 )	13% ( 2 )	8% ( 1 )	7% ( 1 )	0%	0%	25% ( 3 )
<b>Adult Numeracy - measure</b>	0%	0%	27% ( 4 )	0%	53% ( 8 )	58% ( 7 )	20% ( 3 )	33% ( 4 )	0%	0%	0%	8% ( 1 )
<b>Adult Numeracy - handling data</b>	0%	0%	80% ( 12 )	8% ( 1 )	13% ( 2 )	67% ( 8 )	7% ( 1 )	0%	0%	0%	0%	25% ( 3 )

Subject	Less than 1 step of progress		1 step of progress		2 steps of progress		3 steps of progress		4 steps of progress		5 or more steps of progress	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Year data comparison	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>Adult ICT overall</b>	0%	0%	20% ( 3 )	8% ( 1 )	67% ( 10 )	50% ( 6 )	13% ( 2 )	13% ( 2 )	0%	8% ( 1 )	0%	13% ( 2 )
<b>Adult ICT - information / research</b>		8% ( 1 )		0%		75% ( 9 )		8% ( 1 )		0%		8% ( 1 )
<b>Adult ICT - create and edit</b>		0%		8% ( 1 )		75% ( 9 )		0%		8% ( 1 )		8% ( 1 )
<b>Adult ICT - safe practice</b>		0%		0%		75% ( 9 )		13% ( 2 )		0%		8% ( 1 )
<b>Adult ICT - use systems</b>		0%		0%		58% ( 7 )		33% ( 4 )		8% ( 1 )		0%
<b>Adult ICT - communication</b>		0%		0%		50% ( 6 )		33% ( 4 )		8% ( 1 )		8% ( 1 )

We have had two racially motivated incidents in the last year. Both incidents were carried out by the same pupil. Incidents were recorded on CPOMS and dealt with immediately and parents were informed and meetings with pupil and parent took place. Both these incidents have been reported to HCC.

Bullying is dealt with immediately and is of a low level. All bullying incidents are recorded on CPOMS and dealt with immediately after they have been raised with SLT/ESLT.

We have had no recorded negative comments about disabled pupils.

Pupil Voice - every class has a School Council representative that attends regular meetings and takes an active part in promoting pupil participation in all areas of school life. All pupils are given the opportunity to express their thoughts and feelings with adults and their peers within class circle times and the RSHE curriculum. Specific pupils also have access to ELSA to help them develop skills in managing their behaviour and emotions.

Assemblies – whole school and Primary/Secondary assemblies take place on Mondays and Fridays. There is a key theme for each of these assemblies that is focused on a particular British Value Statement. There are also assemblies/celebrations for Harvest, Christmas, Discovery and RE days. In addition, our RE, RSHE, British Values and SMSC curriculum fosters toleration of diversity and equality.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.



Hollywater  
School

Inspire. Believe. Achieve.

## HOLLYWATER SCHOOL EQUALITIES OBJECTIVES

### APPENDIX B

<b>Approved by: Chair of Governors</b> <b>Silas Jones</b>		<b>Date:</b> November 2023
<b>Headteacher: Maria-Brigid Ryan</b>		
<b>Last reviewed on:</b>	December 2022	
<b>Next review due by: (Annually)</b>	December 2024	

We recognise that the public sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

- To continue to raise pupil awareness of and tolerance of a culturally diverse community through the RSHE curriculum, Spiritual, Moral, Social and Cultural ( SMSC ) curriculum and through the British Values Statements. To provide pupils with a wide range of appropriate curricula opportunities within the RSHE curriculum that focuses on equality and diversity.

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*