



HOLLYWATER SCHOOL EQUALITIES STATEMENT

APPENDIX A

Approved by: Chair of Governors	Stephen Prudence	Date: January 2026
Headteacher:	Sarah Kitching	
Last reviewed on:	January 2025	
Next review due by: (Annually)	January 2027	

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 reassignment, 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 in Hampshire. The school has specialist rooms for Science and Food Technology as well as having other specialist areas, such as an immersive suite, Forest School site, sensory room and hydrotherapy pool, which are all used to meet all pupils' therapeutic needs. Most pupils travel to school on HCC school transport.

Hollywater Vision Statement

'Inspire. Believe. Achieve.'

We strive to provide stimulating educational opportunities for all within a safe, healthy, happy, caring and inclusive environment. There is a strong ethos where everyone is valued for their individual contribution irrespective of gender, ethnicity, ability, or age. The importance of working in partnership with parents, other professionals and the wider community is recognised and we encourage all our parents and carers to join us for events throughout the year.

At Hollywater we set high but realistic expectations for all and encourage everyone to discover the joy of learning so that they may thrive, gain independence and be given every opportunity to achieve their full

potential. We recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life.

We take pride in everything that we do and enjoy celebrating all our successes.

The profile of our current school as at January 2026 is represented below :

Pupil Population	MLD	SLD	PMLD	Ethnic Minority	Total number pupils in school
Male	20	89	7	27	161
Female	8	34	3	9	

Staff Population	Ethnic minority	Declared disability	Total number of staff in school
Male	0	0	109
Female	12	2	

Governing body	Ethnic minority	Declared disability	Total number of Governors in school
Male	4	0	9
Female	5	1	

Pupil-related data for 2024-2025 :

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, Earwig evidence and assessment data, Accreditation portfolios, Individual Positive Behaviour Plans (IPBMPs), Behaviour Maps and Zones of Regulation toolkits).

We have had no racially motivated incidents since September 2025.

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 the Senior Leadership Team. Since September 2025, when we introduce a new anti-bullying policy specifically for pupils, we have had 57 low level incidents of bullying related to friendship issues. We have had 4 more significant incidents that have been dealt with appropriately and in line with the school anti-bullying policy.

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, class assemblies and the RSHE curriculum. Specific pupils also have access to ELSA to help them develop skills in managing their behaviour and emotions. All pupils have access to a Zones of Regulation toolkit to enable them to regulate their emotions.

Assemblies – whole school assemblies take place on Fridays and classes have assemblies on Monday. The Monday assemblies are based on a theme that is focused on a particular British Value Statement. There are also additional RE focused days and special assemblies for Harvest, Easter and Christmas. 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 EQUALITIES OBJECTIVES

APPENDIX B

Approved by: Chair of Governors	Stephen Prudence	Date: January 2026
Headteacher:	Maria-Brigid Ryan	
Last reviewed on:	January 2025	
Next review due by: (Annually)	January 2027	

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 reassignment, 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.
- To prepare our pupils so that they have a good understanding of equality and diversity that prepares them for adulthood.
- Through pupil voice to provide pupils with a range of opportunities in which they are able to share their thoughts and opinions appropriately.

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.