



## **PUBLIC SECTOR EQUALITY DUTY STATEMENT**

**Reviewed in October 2024**

**To be approved by Full Governing Body in November 2023**

The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school.

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community.

- Disability
- Gender
- Race (ethnicity)
- Religion and belief
- Age
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

**The ‘General Duties’** of the Public Sector Equality Duty which we must aim to achieve are:-

- To eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- To advance equality of opportunity between people.
- Foster good relations across all people; between those who share a protected characteristic and those who do not.

**The ‘Specific Duty’** for schools is to gather and publish information to show how we are complying with the equality duty; how we remove or minimise disadvantage and take steps to meet different needs and encourage participation when it is proportionately low. We look at the progress and attainment of children with protected characteristics and of any other groups of children the school identifies as vulnerable.

To help us in our work to advance equality of opportunity we set ourselves some equality objectives determined by our scrutiny of information and data.

The Headteacher is responsible for the implementation of the Act and the Governing Body is responsible for making sure the school policies and procedures comply with the Act. Staff and governors are involved in monitoring our policies, procedures and practice to make sure our school continues to be an inclusive, accessible and welcoming environment for all.

**Disability:-**

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded values:-

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We are fully aware of the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:-

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled
4. Pupils who have special educational needs
5. Boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

100% of our pupils have EHCP.

There are pupils at our school with different types of disabilities and these include:-

1. SEMH
2. ADHD
3. Autism
4. Learning difficulties
5. Speech and Language Difficulties
6. Asthma & Eczema
7. Hearing Impairment
8. Communication & Interactions

**Pupil Data on Special Educational Needs 2024 205**

<b>No of Pupils</b>	<b>% of school population</b>	<b>National Standards @ KS2, Maths, Reading &amp; Writing</b>	<b>National Standards @ KS2 Maths, Reading &amp; Writing SEN</b>	<b>Holmwood School End of KS2 Standards</b>	<b>Holmwood School End of KS2 Progress</b>	<b>National Attendance</b>	<b>National Attendance SEN</b>	<b>Holmwood's Attendance</b>
98 plus 10 in the Support Centre	100%	RWM	Has not been published	RWM	Will not be publish	Has not been published	Has not been published	94 %

**What we have done so far:-**

- Set challenging targets to ensure SEN pupils make good progress (IEP's).
- Target specific support when required.
- Work closely with SEN team.
- Liaise and work in partnership with a variety of professionals.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- The School Council ensures both boys and girls views are equally represented.
- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents we have and importantly monitor the impact our provision has had.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- Our Special Educational Needs Policy outlines the provision the school makes for pupils with special educational needs.

<b>Equality Objectives</b>				
<b>Date Set</b>	<b>Type of Group Objective</b>	<b>Objective</b>	<b>Measure</b>	<b>Achieved Date</b>
October 2024	Disability	To further develop the way we are able to provide outreach and training to schools in Middlesbrough to support SEN pupils.	Outreach service in place	July 2025
October 2024	Disability	To ensure that all parents/carers fully understand the EHCP review process.	Parent views shows that the process are clear and supportive.	July 2025
October 2024	Religion	To ensure school celebrates, where appropriate, religious events from different religions.	Special days to promote understanding and awareness of different religions.	July 2025
October 2024	Physical	To ensure access around the site is available for all.	Disability Parking in place Disability toilet available Ramps in place to allow access throughout the school	July 2025
October 2024	Information	Information is available on line for people who may have barriers to transport.	Website and LA Local Offer is in available on line. Phone calls taken throughout the day	July 2025
October 2024	Information	Information in Large Print is available on request, Signage in car park supports people with visual impairment	Company that provides signage has advised school	July 2025