



# Hollinsclough CE Academy

## Public Sector Equality Statement: 2019 - 2020

### Mission Statement

*To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'*

### *Developing potential*

#### **Preamble**

**This statement needs to be reviewed in conjunction with our current Equality & Diversity Policy 2020.**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Hollinsclough CE Academy is an inclusive provision where we focus on the well-being and overall progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support this commitment, valuing diversity, tackling discrimination, promoting equality and fostering good relationships between stakeholders. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist or become apparent in our activities.
- We have the highest expectations of all our children. However, these expectations are not used to discourage

#### **Equality Information**

Number of pupils on roll at the school: **51**

Age range of pupils: **3 to 11**

#### **Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

#### **Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases, we have indicated this by the use of the letters SC indicating a small cohort.

<b>Race/Ethnicity</b>	<b>%</b>
<b>Any other Asian background</b>	<b>SC</b>
Any other Black background	0.0
Any other ethnic group	0.0
Any other mixed background	0.0
Any other White background	0.0
Bangladeshi	0.0
Black - African	0.0
Black Caribbean	0.0
<b>Chinese</b>	<b>SC</b>
Indian	0.0
Pakistani	0.0
Refused	0.0
<b>White - British</b>	<b>96.1</b>
White - Irish	0.0
<b>White and Asian</b>	<b>SC</b>
White and Black African	0.0
White and Black Caribbean	0.0

**Gender:** 29% male, 71% female

**Pupils eligible for Free School Meals (FSM):** 8.0 %

**Pupils eligible for Pupil Premium Finding – Disadvantage group:** 16.7%

**Pupils with Additional Educational Needs (SEN)** 11.8 %

**Pupils with English as an Additional Language (EAL):** 0.0 %

**Young carers:** 0.0%

**Looked after children:** 0.0%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we offer. Our due regard to this ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption and ongoing development of the Equalities driven standards
- Our Behaviour & Discipline Policy ensures that all children feel safe at school and addresses prejudicial and all other forms of bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Promoting and supporting teaching of the highest quality, that is maintained to ensure children have the opportunities to develop and reach their potential in a stress free environment and that from this all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make sustained progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our approach, our policies and our procedures.

## **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

## **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that our school is seen as the centre of a wide and diverse community of stakeholders and a focal point within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

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

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school 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 facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) 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**

### **Objective 1:**

Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to governing board.

### **Objective 2:**

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

### **Objective 3:**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.

### **Objective 4:**

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information, to help address the under-representation of people with disabilities in the school workforce.

## **Monitoring arrangements**

Our Principal will update the equality information we publish, described in sections above, at least every year. This document will be reviewed and approved by governing board at least every 4 years.

## **Links to other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment