



**Frederick Holmes  
School  
Equality Information  
&  
Objectives  
  
2022-2026**

## **Introduction**

This document describes how Frederick Holmes School intends to fulfil its responsibilities to our pupils and workforce under the Public Sector Equality Duty.

Frederick Holmes is a member of the Humber Education Trust. All staff and governors are aware of their obligations under the Equality Act 2010 and all Trust staff, trustees, governors and volunteers are expected to have regard to the broad provisions of this document with respect to the Trust's approach to its Public Sector Equality Duty.

The Public Sector Equality Duty has both general and specific duties.

## **General duties**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not

## **Specific duties**

- Set equality objectives (every 4 years)
- Publish information (annually)

The Public Sector Equality Duty requires Frederick Holmes School to publish information about Equalities, specifically taking into account those with protected characteristics. The information we publish and analyse must be clearly linked to the three aims of the General Duties of the Public Sector Equality Duty.

## **Protected Characteristics**

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The ethos of the Humber Education Trust clearly reflects its commitment to fully including, respecting and valuing all members of our Trust community. All member schools have set their own equality objectives which are complementary to those set by the Humber Education Trust.

### **Frederick Holmes School – Equality Objectives**

- **Increasing the extent to which disabled pupils and students can participate in the school's curriculum**

Our pupils need access to the 'formal taught' curriculum of the school, but also to activities in the school day and beyond. This provision will be regularly assessed to identify barriers to participation and to enable the necessary adjustments to be made. It is considered that the current approaches in place ensure appropriate curriculum access for the current school population. However, we intend to continue developing these approaches and thereby improve overall provision. Should new pupils be admitted, their individual needs will be considered and addressed.

- **Improving the physical environment of the school**

All refurbishment and new building will be undertaken with the intention of improving access for disabled pupils, staff and visitors. Consideration will also be given to how different impairments have specific requirements and can be best catered for within the school environment.

- **Improving the delivery of information to pupils and students with disabilities**

All staff ensure that the specific needs of every pupil are met by forward planning every lesson and producing material which is differentiated to meet identified needs. This could be in the form of AAC for example and advice is sought from the relevant support service i.e. Speech and Language Therapy. It is considered that the current approaches in place ensure appropriate provision of information for the current school population. However, we intend to continue developing these approaches thereby improving provision. Should new pupils be admitted, their individual needs will be considered and addressed.

### **Humber Education Trust - Equality Objectives**

- Promote an organisational culture which reflects our commitment to ethical leadership and which encourages employees of all personal characteristics and backgrounds to feel included and supported to thrive and develop in the workplace.
- Implement a training programme which ensures that all staff and Trustees / governors are aware and regularly reminded of their responsibilities under the Equality Act 2010. This includes training as part of induction procedures and regular update training for existing staff and Trustees / governors.
- Continue to improve accessibility across all school sites for pupils, staff and visitors.
- Promote mental health and well-being awareness for all groups and develop appropriate support and intervention when needed.

- Ensure that all pupils have equitable access to all experiences and opportunities within our schools' curriculum, including extra-curricular activities, visits and events.
- Narrow gaps in achievement for all groups of pupils and particularly those pupils who attract the Pupil Premium, those with SEND, LAC pupils and those from minority ethnic groups.

### **Training**

As part of their induction, all staff and governors will receive training relating to their responsibilities under the Equality Act 2010. Further refresher training takes place on an annual basis. Regular reminders are given during meetings.

### **Monitoring Arrangements**

It is important that we know and can evidence which pupils are doing well and less well so that we can take steps to improve. Much of the information and analysis will relate to the evaluation of our school improvement plan, the outcomes of internal and external monitoring and the analysis of pupil data. This information will be used to improve provision within our school. Comparisons will be made for different groups against the whole cohort, against each other and against national benchmarks.

Similarly, we will continue to measure our employees' experiences. Information will be gathered and analysed from a range of sources including staffing profiles, anonymised appraisal outcomes, HR data and exit interviews. This will then be used to inform future practice.

### **Governors will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school community, including to staff, pupils and parents
- Delegate responsibility for monitoring the achievement of the objectives on to the Headteacher.
- Receive annual reports from the Headteacher towards achieving the equality objectives and report this information to the Trust CEO
- Review Frederick Holmes School's Equality Objectives at least every four years.

### **The Headteacher will**

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Report on progress towards delivering the equality objectives on an annual basis and report this information to the Local Governing Body, alongside any other matters relevant to the school's Public Sector Equality Duty.

### **Links with other policies**

Where relevant, pertinent policies include reference to the importance of avoiding discrimination and other prohibited conduct.

