

Equality Duty Information & Objectives

Date of publication: July 2021

*On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales.
This duty replaces the existing race, disability and gender equality duties.*

Please note, that once the school is opened and the needs of the community are established, the Leadership Team, Staff & Governors will work together to secure the Equality Objectives and implement the strategic actions.

The 3 aims of the General Equality Duty are:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** - by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not** - by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not** - by encouraging people from protected groups to participate in public life, or in other activities where their participation is disproportionately low.



Holne Chase Primary School Equality Plan July 2021 to July 2025

The nine protected characteristics/groups are:

- Age
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage or Civil Partnership

Guiding Principles

In fulfilling our legal duties listed above, we will be guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of the personal and cultural identity that is confident and open to change, and that is receptive and respectful toward other identities.
- Every pupil should develop the knowledge, understanding and skills that they need to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

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Summary of Context

Holne Chase Primary School is situated in Bletchley, Milton Keynes, South Buckinghamshire. The school officially opened in September 1952, and in December 2021 joined the Preston Hedge's Academy Trust and benefits from collaboration and support from colleagues. Currently the school is reducing its numbers to become a single form entry school from a one and a half form entry school. This is due to the birth rates reducing in the area. Currently the school has 234 children on roll and by 2024 the schools roll will be 210.

Our establishment of our behaviour policy and strong value curriculum from the outset, has meant that behaviour and approaches to learning across the school are positive. All stakeholders are clear of the standards and expectations of behaviour.

The ethos of the school is 'Fun, Creativity & Achievement,' and as a staff, we strive to ensure that every pupil is provided with opportunities in all areas of the curriculum and that this is actively promoted through leaders, staff, and the Preston Hedges Academy Trust. In addition, and as a school, we have ensured that there are strong systems in place to deal with any issues raised from any stakeholder in relation to bullying, racial, homophobic, sexual harassment or any other prejudice incidents. All incidents are recorded and held by the Senior Leadership Team Staff detailing any actions taken in relation to the incident. Staff are trained on reporting procedures and any issues with specific pupils are mentioned in meetings for teaching and support staff. Finally, incidents are reported to the Trust via the Principal's termly report so that all incidents can be discussed at the Trust committee meetings.

Our staff have worked closely with families to meet their needs and ensure that provision for SEN children is strong across the school. We have a number of children with EHC Care plans and staff work very closely with agencies, including the Mental Health Support Team, to support children with additional learning and emotional needs, so that the school is actively meeting their needs and diminishing any gaps between groups of pupils, staff and other stakeholders.

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Protected Characteristics	Equality Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment & victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Age	Staff of a wide range in school LAB members range in age Safe recruitment policy	Open recruitment procedure Recruitment training for leaders	Community links to the school Positive role models
Disability	SEN provision mapping External agency engagement to ensure correct practice Gathering information for EHC when necessary to provide all groups with the required support. Site accessible & disabled parking spaces in car park Adapted toilet and Highly trained staff Mental Health Support from the MHS team	Accessibility plan Senco ensures the inclusion policy is implemented through on-going staff training and evaluation. Ensuring all children have opportunity to take part in their learning. Medical room in place to meet any medical needs School is accessible to all stakeholders and adjustments will be made accordingly to ensure that all pupils can participate in curriculum opportunities and that members of the community can access the building when necessary. Resources are adapted to ensure all can engage with curriculum learning	Regular meetings with parents to understand need and foster positive relationships. This is then extended to outside support groups & agencies. Celebrating differences and achievements for all through the wider curriculum and PSHE Values curriculum – inspirational role models including those with disabilities
Sex	Attainment data is scrutinised to ensure there are no significant gaps between genders/actions in place to address any gaps found – shared at pupil progress meetings Safe recruitment policy;	A varied curriculum to ensure that both sexes are engaged Inclusive sports opportunities Inclusive values curriculum Role models champion all genders	Shared sports Curricular activities aimed at all Celebrating achievements for all Values system Role models of all genders



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	Support equal rights and to reduce stereotypes of boy/girl from EY onwards Staff of all genders employed Sports clubs that cater for all genders	Safeguarding training Equal opportunity awareness from staff training sessions	Community visitors of all genders
Gender reassignment	Not applicable at current time of publication but we would gather advice from the relevant agencies Values curriculum that promotes tolerance, respect and a celebration of difference Regular meetings with family/ check in sessions with child would take place	Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity	Deal with on a case-by-case basis; Offer professional support or help signpost to suitable professional agencies Provide opportunity to participate in the school community Provide pastoral care/ nurture support to child and family
Race	Comparative analysis of data to ensure attainment & progress in line regardless of race Reporting arrangements in place to eliminate and report unlawful discrimination in line with the LA policy Values curriculum celebrating diversity Prevent Duty in place A range of cultures celebrated through a range of resources Role models from a range of cultures Equality statement in place for recruitment	Tracking to ensure progress at pupil progress meetings & data analysis meetings EAL interventions groups & resources available Inclusive opportunities to all activities Visitors from a range of cultures Pastoral support available for parents & children Equal opportunity employer – staff role models	Visitors from a range of cultures Assemblies Values curriculum Positive role models Wider curriculum explores variety of cultures Ensuring the engagement of all of the school community in celebrations days/school events.
Pregnancy & Maternity	Flexible time off for antenatal appointments, etc. Re-training on return to work. Continuity of care & teaching of pupils before & during maternity leave. Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy. Fulfilling all obligations for maternity/ paternity leave/medical and maternity	Open discussions about: Maternity policy Return to work policy Overlap/ catch up with “KIT” days	Opportunities for new parents to bring their child/ren in to visit. Invite staff to functions & productions; Keeping in touch (KIT) days Open discussion & support provided to staff

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	<p>appointments. Choice of return date(s). Keeping in touch days offered. Provision of childcare facilities for visitors (feeding, changing, etc.)</p>		
Religion and belief	<p>Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and non-belief Modern British Values curriculum Prevent Duty in place</p>	<p>Curriculum that promotes understanding, tolerance & support for individual belief/non-beliefs Staff trained in Prevent Duty</p>	<p>Visitors from a range of religions Assemblies cover key events in a range of religions Values curriculum Positive role models from a range of religions Recognise the right to withdraw from some non-statutory events due to religion/belief</p>
Sexual Orientation	<p>Values system promotes respect for difference Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems Equal opportunity recruitment policy Use of acceptable language, not tolerating the use of the word gay as a term of abuse</p>	<p>Curriculum that promotes tolerance and respects difference Recruitment policy that welcomes all Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life Positive role models Through wider curriculum, children aware that families are different but all special</p>	<p>Same sex partnership families are given equal opportunities to engage with school life & events Same support for all parents and children regardless of orientation Curriculum that promotes tolerance and respect for others Staff choice of disclosure</p>
Marriage or civil partnership	<p>Values system promotes respect for difference Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems</p>	<p>Curriculum that promotes tolerance and respects difference Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life Positive role models Through wider curriculum children aware that families are different but all special</p>	<p>Same sex partnership families are given equal opportunities to engage with school life & events Same support for all parents and children regardless of orientation Curriculum that promotes tolerance and respect for others Staff choice of disclosure</p>

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Equality Objectives & Action Plan - July 2021 - July 2025

Objective	Which protected groups(s) will this most affect/influence	How we will know we have achieved the objective	Lead & other key people	Actions	Annual Red/Amber/Green rating (Review in July)
To ensure that a greater of pupils with SEND access and attend after school activities	Disability	Greater proportions of pupils with SEND are accessing before and after school clubs to enrich their curriculum. Pupils from the protected characteristic have clubs that meet their interests and support their needs.	Senco & P.E Lead	P.E Lead / Senco to understand barriers for children not attending clubs through pupil voice. P.E Lead / Senco to establish key after school activities and promote with children / engage with parents. Senco to monitor attendance, updating each term to identify children not attending clubs and associated reasons. Senco to report to SLT on attendance and update LAB where relevant.	
To ensure that children have an age-appropriate understanding of the LGBTQ+ community.	Sexual Orientation	Pupils from the protected characteristics feel they have appropriate support within school. Pupils' parents from the protected characteristics feel they have the support of the	Principal, safeguarding team and teachers	Training booked for all staff regarding the LGBTQ+ in primary schools. PSHE and RSE curriculum adapted to reflect training and shared with parents/careers. Parents and careers informed of planned learning activities.	

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		<p>school with their child and themselves.</p> <p>Appropriate staff are trained and know how to support the protected characteristics group.</p> <p>Appropriate staff are trained to teach all children age-appropriate regarding the LGBTQ+ community.</p>		<p>Support given to specific children and families within this protected category.</p>	
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