

Equality Duty Information & Objectives

Date of publication: September 2025

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.

The nine protected characteristics/groups are:

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

Legal Framework

This statement has been developed in accordance with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011. Holne Chase Primary School recognises its responsibilities under the Public Sector Equality Duty and will:

- Eliminate unlawful discrimination, harassment and victimisation.
- 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.

The Principal is responsible for ensuring that the equality objectives are implemented and monitored. The Governing Body will receive annual updates on progress towards the objectives and the impact of actions taken. Equality information will be reviewed annually and equality objectives will be reviewed by August 2029.

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 in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

Summary of Context

Holne Chase Primary School is situated in Bletchley, Milton Keynes, and has been serving the local community since opening in September 1952. In December 2021, the school joined the Preston Hedges Academy Trust and benefits from collaborative working, shared expertise and support across the Trust.

Due to changing demographic patterns and a reduction in local birth rates, Holne Chase has transitioned from a one-and-a-half-form entry school to a single-form entry school. The school currently has approximately 210 pupils on roll and continues to serve a diverse community with a range of educational, cultural and social needs.

At Holne Chase, our ethos of **"Fun, Creativity and Achievement"** underpins all aspects of school life. We are committed to creating a safe, inclusive and aspirational environment where every pupil feels valued, respected and able to thrive. Our school values promote kindness, respect, resilience and belonging, ensuring that children develop positive attitudes towards themselves and others.

The school's behaviour policy, alongside a strong personal development curriculum, supports high expectations for conduct, learning and relationships. Clear systems and consistent approaches ensure that pupils understand expectations and are supported to make positive choices. Staff, pupils and families share a common understanding of the school's standards and values.

We are committed to promoting equality, fostering good relationships and eliminating discrimination. Robust procedures are in place to address bullying, discriminatory language, prejudice-related incidents, racism, homophobia, sexual harassment and any other form of harassment or discrimination. Incidents are recorded, monitored and followed up by senior leaders. Staff receive regular training and updates to ensure that concerns are identified and addressed promptly. Information relating to incidents and actions taken is reported to governors and the Trust as part of the school's monitoring and safeguarding processes.

The school is proud of its inclusive approach and works closely with families and external agencies to ensure that all pupils can access a broad, balanced and ambitious curriculum. We have a significant number of pupils with Special Educational Needs and Disabilities (SEND), including pupils with Education, Health and Care Plans (EHCPs). Staff work collaboratively with families, health professionals, educational psychologists, the Mental Health Support Team and other specialist services to provide appropriate support and remove barriers to learning.

Our commitment to inclusion extends beyond academic achievement. We strive to ensure that every pupil has a strong sense of belonging, feels represented within the school community and is supported to participate fully in all aspects of school life. Through adaptive teaching, targeted interventions and a focus on pupil wellbeing, we aim to secure positive outcomes for all pupils and reduce any gaps in achievement, attendance and participation between different groups.

Our Equality Statements:

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 Governing body 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 EHCP when necessary to provide all groups with the required support.	Accessibility plan SENDCo ensures the inclusion policy is implemented through on-going staff training and evaluation. Ensuring all children have opportunity to take part in their 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

	Site accessible & disabled parking spaces in car park Adapted toilet and highly trained staff	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	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; Support equal rights and to reduce stereotypes of boy/girl from EY onwards Staff of both genders employed Sports clubs that cater for all genders	A varied curriculum to ensure that both sexes are engaged Inclusive sports opportunities Inclusive values curriculum Role models champion both genders Safeguarding training Equal opportunity awareness from staff training sessions	Shared sports Curricular activities aimed at all Celebrating achievements for all Values system Role models of both genders Community visitors of both 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 form 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 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 appointments; Choice of return date(s); Keeping in touch days offered; Provision of childcare facilities for visitors (feeding, changing, etc)	Open discussions with regard to: 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
Religion and belief	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	Curriculum that promotes understanding, tolerance& support for individual belief/non-beliefs Staff trained in Prevent Duty	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
Sexual Orientation	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 or lesbian as a term of abuse	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	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
Marriage or civil partnership	Values system promotes respect for difference Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems	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	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

Equality Objectives & Action Plan: September 2025 – August 2029

The school's equality objectives have been developed following consideration of the protected characteristics identified within the Equality Act 2010. The objectives particularly support pupils in relation to disability, race, religion or belief, sex, gender reassignment and sexual orientation, while promoting equality of opportunity, eliminating discrimination and fostering good relations throughout the school community.

Objective	Which protected groups(s) will this most affect/influence	How we will know we have achieved the objective	Lead	Actions	Annual RAG rating (Review in July)
To reduce persistent absence for disadvantaged pupils, pupils with SEND and other vulnerable groups, ensuring they have equitable access to learning opportunities and school experiences.	Disability (including pupils with SEND and EHCPs) Race (where attendance patterns indicate disparities among ethnic groups) Religion or Belief (where attendance may be affected by religious observance)	- The gap between attendance for vulnerable groups and their peers decreases annually. - Persistent absence rates reduce year-on-year. - Attendance is monitored termly by leaders. - More pupils attend school regularly and access the full curriculum.	Principal Assistant Principal for Inclusion	Monitor attendance data half-termly for disadvantaged pupils, pupils with SEND and other identified vulnerable groups. Identify and support pupils at risk of persistent absence through targeted intervention plans. Strengthen communication with families through attendance meetings, home visits and early help referrals where appropriate. Celebrate and reward improved attendance and punctuality through assemblies, certificates and house points. Work with external agencies to address barriers to attendance, including emotional wellbeing, medical needs and family circumstances. Report attendance trends and impact of interventions termly to governors and the Trust.	July 2026: GREEN Attendance for PP & SEND children have dramatically improved since 2022. PP Attendance = 94.5% (+4.9%) SEND Attendance = 94.9% (+5.6%) Persistent Absence (PA) has dramatically decreased for PP & SEND PP PA = 10.5% (-36.6%) SEND PA = 7.5% (-30%) The gap between both groups and their peers has decreased year on year.

To increase participation, engagement and achievement of pupils with SEND across all aspects of school life, including the curriculum, leadership opportunities, enrichment activities and educational visits.	Disability (including pupils with SEND and EHCPs)	- Increased participation of pupils with SEND in clubs, trips and leadership roles. - Positive pupil voice outcomes demonstrate that pupils feel included and valued. - SEND pupils make good progress from their individual starting points. - Barriers to participation are identified and addressed promptly.	Principal Assistant Principal for Inclusion	Ensure teachers use adaptive teaching strategies so all pupils can access an ambitious curriculum. Conduct annual reviews of participation in clubs, educational visits, enrichment activities and pupil leadership roles. Provide reasonable adjustments and additional support where required to enable full participation. Develop pupil voice opportunities for pupils with SEND to influence school improvement and provision. Deliver ongoing training for staff on inclusive practice, adaptive teaching and SEND. Work collaboratively with parents and external agencies to identify and remove barriers to participation. Audit the physical environment annually to ensure accessibility and inclusion.	July 2026: AMBER All SEND children have had the opportunity to be involved in extra curricular activities and enrichment opportunities both in and out of school. Children have academic achieved well in phonics, however, further work on adaptations of learning identified in SEND review on adaptations of learning to support all SEND learners.
To promote a culture of belonging where all pupils feel safe, respected and represented, regardless of their protected characteristics, background or individual needs. By 2029, at least 90% of pupils will report, through pupil voice surveys that they feel safe, included and that they belong at Holne Chase Primary School.	Race Religion or Belief Sex Gender Reassignment Sexual Orientation Disability	- Pupil surveys show high levels of belonging and inclusion. - All pupils access an inclusive curriculum that reflects diversity and promotes equality. - Prejudice-related incidents are recorded, addressed promptly and monitored for trends. - Pupils demonstrate respect and understanding towards people with different backgrounds, beliefs and experiences. - Assemblies, curriculum content and enrichment opportunities celebrate diversity and promote mutual respect. - The curriculum and school environment reflect the diversity of modern Britain.	Principal Assistant Principal for Inclusion	Ensure the curriculum reflects diverse cultures, identities, families and experiences. Promote the school's values through assemblies, personal development lessons and enrichment activities. Celebrate cultural, religious and national events throughout the year. Regularly review curriculum resources, displays and library books to ensure representation and diversity. Implement pupil surveys to gather views on belonging, inclusion and wellbeing.	July 2026: AMBER SEND Peer Review identified evidence in children being able to access the curriculum and enrichment opportunities, strong relationships with staff and representation within our curriculum, assemblies and texts displayed around school. Further work to be completed on embedding a sense of belonging linked to

				Record, monitor and respond effectively to all prejudice-related incidents. Provide staff training on equality, diversity, inclusion and protected characteristics. Develop leadership opportunities for pupils to promote inclusion and celebrate diversity across the school community.	pupil voice and adaptations of learning.
--	--	--	--	--	--