



Public Sector Equality Duty Information Report and Equality Objectives

1. Introduction

1.1 Aims and Purpose

All schools, including academies, have both general and specific duties under the Equality Act, and in particular the Public Sector Equality Duty.

General duties: Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- Advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- Foster good relations between people who share and people who do not share a relevant protected characteristic

Specific duties: Schools are required to:

- Publish information to demonstrate how they are complying with the PSED (updated at least annually)
- Prepare and publish equality objectives (at least once every four years)

This report is intended to

- Demonstrate how we meet the general duties
- Fulfil our obligations under the specific duties

The report has been developed in line with the guidance in chapter 5 of The Equality Act 2010 and Schools (DFE 2014).

Oakworth Primary School is part of Bronte Academy Trust. Our work to promote equality, and comply with the PSED reflects, and is part of, the overall commitment to equality of Bronte Academy Trust. The Trust’s Equality Policy and Equality Objectives can be found on its website www.bronteacademytrust.org.uk

1.2 Monitoring and review

This report covers the 12-month period up to September 2026. It will be reviewed on an annual basis by the Executive Head. The next scheduled review date is September 2027.

2. Information relating to protected characteristics

2.1 Pupil Information

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 the following protected characteristics: age; race; disability; sex, religion or belief.

Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic but it is important to recognise that equality protection needs to be extended to the children’s family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to those protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Age

Year group	Number	Age
Nursery	57	3-4
Reception	60	4-5
Year 1	52	5-6
Year 2	31	6-7
Year 3	56	7-8
Year 4	41	8-9
Year 5	55	9-10
Year 6	56	10-11

Race Ethnicity

White British	248
Pakistani	3
White English	126
Other Pakistani	2
White & Black Caribbean	1
White & Asian	1

Mirpuri Pakistani	1
Bangladeshi	1
Asian British	1
Refused	4
Information not obtained	15

Religious Belief

No religion	
Christian	
Other	
Sikh	
Hindu	

Special Educational Needs and Disability

Not SEND	345
SEND	58

Sex

Male	52%
female	48%

2.2 Staff Information

Schools with fewer than 150 employees are not required to publish information about staff's protected characteristics.

3. How we meet our general duties under the Equality Act 2010

Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- Advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- Foster good relations between people who share and people who do not share a relevant protected characteristic

3.1 Eliminating discrimination

In order to meet this duty, we have taken the following action since the last report:

- We have updated our accessibility plan, with new objectives set for the academic year 2026-27.

- We have updated our admissions policy, ensuring that it remains compliant with the DFE School Admissions Code 2021. This was approved in May 2026.
- We have updated our intimate care policy to ensure that children are supported with dignity and respect.
- We have updated our Restrictive interventions Policy and procedures to ensure that children are supported with dignity and respect.
- School provide an initial support offer (Early Help) prior to engaging with services or to support any time lag; this may include access to wrap-around care, uniform support, funding for school meals.

Continuing features of our work at Oakworth Primary School:

- We have taken action to improve the accessibility of our site for people with disabilities.
- There is designated disabled parking with step free access to the building.
- There is a hearing loop in the office.
- Our catering providers (FM) ensure that allergies are provided for. Parents can book their child's meal, and all potential allergens are clearly indicated.
- We are a nut free school, in the kitchen and beyond, to support children and staff with allergies.
- We support children with medical needs, and staff are trained in the relevant procedures.
- Individual health care plans are in place, developed in partnership with parents and health care professionals.
- Where appropriate, these include the development of Personal Emergency Evacuation Plans (PEEPs) to support children and staff with disabilities in the event of an emergency; these are held in the Fire Register
- We have an intimate care policy in place, to ensure that children are supported with dignity and respect.
- We hold spare Epipens and asthma inhalers, which can be used in an emergency with parental consent.
- We have a defibrillator in school.
- We make reasonable adjustments to support children and staff with disabilities. The school has a disabled access toilet and classrooms have been reassigned where access of evacuation have presented issues.
- Our school uniform is gender-neutral, and accommodates adaptations for religious or medical needs. Branded items are not required.
- Our Attendance Policies for both children and staff ensure that reasonable time off is provided for religious observance.
- We implement a Fair Recruitment Policy. Shortlisting is against the published requirements of the person specification and job description.
- We implement a range of employment policies as set out by Bronte Academy Trust . These are developed in conjunction with recognised Trade Unions. They are designed to recognise and respect all protected characteristics, and to be family friendly.
- Pregnant staff are supported through a Pregnant Worker Risk Assessment. This identifies any reasonable adjustments to be made, to support the member of staff.
- Bronte Academy Trust provides a range of support for staff to complement our employment policies

3.2 Advancing equality of opportunity

In order to meet this duty, we have taken the following action since the last report:

- We reviewed our Behaviour Policy in Summer 2026.
- We have engaged in Positive handling training for all staff and created Behavioural Safety Leads at each school.

Continuing features of our work at Oakworth Primary School:

- We ensure that our curriculum is accessible to all. This includes trips and visits.
- We do all we can to minimise the costs of activities such as our residential, and engage in fundraising to keep costs down.
- We plan in partnership with parents to maximise participation and engagement by children with disabilities. Risk assessments are completed, which may result in additional staff or resources being allocated to support engagement and participation.
- We monitor and analyse the participation in after-school activities, by different groups and characteristics. We have not identified any barriers to participation linked to protected characteristics.
- We provide many opportunities for children to hold posts of responsibility around school. Examples: school councillors, buddies and ambassadors..
- Our curriculum provides some opportunities for children to learn about positive role models from a range of protected characteristics. We intend to adopt a more systematic approach to this
- Our Behaviour Policy clearly flags up racism and homophobia as serious incidents, and they are addressed as such. Any such incidents are recorded in CPOMS under specific flags. They are reported to Governors and to the Trust. In these instances, we always try to work with parents. Our focus is on changing behaviour, not just on imposing sanctions.
- We understand that some children with SEMH difficulties may demonstrate discriminatory behaviour at times. We don't shy away from addressing this, as part of our overall plans to support the child's behaviour. We may involve other agencies in this work where appropriate.
- The academy Trust are currently beginning a programme of behaviour and manual handling specialists who will have the remit of providing CPD and training to key and wider staff
- We are aware that cyber-bullying is an increasing concern beyond school, and that some bullying may be related to protected characteristics.
- We work hard to teach children how to behave appropriately and respectfully online, as well as how to keep themselves safe. We provide guidance and support for parents in this area.
- We are aware of the potentially higher vulnerability of children with SEND in this area and deal with any issues in an open and non-judgemental way
- We have worked with the Police Community Support Officer (PCSO) where we have had concerns about children's activities online outside school.
- We work hard to maximise participation and engagement of parents in their child's education and the life of the school. We have considered what potential barriers there might be to this and have made some adaptations. For example, timings of

parents' evenings are set to support a range of work commitments and family situations.

3.3 Fostering good relations

In order to meet this duty, we have taken the following action since the last report:

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Continuing features of our work at Oakworth Primary School:

- Various elements of our curriculum contribute to the fostering of good relations, in particular Relationships Education, Religious Education and the teaching of British Values.
- Our Relationships Education curriculum is based on the SCARF programme (Coram Life Education). This includes teaching about all protected characteristics.
- Our Religious Education curriculum is taken from the locally agreed syllabus covering all major religions and written for the context of Bradford schools.
- We currently have no children withdrawn from Religious Education or from assemblies, other than those with specific religious content, which we view as positive.
- We promote British Values across the curriculum and in particular through assemblies. We make clear links to the School values of Ready, Respectful & Safe.
- We are part of an intergenerational project, visiting a local nursing home.
- We learn about and celebrate festivals from major religions.
- We engage in a range of community events such as Remembrance Day.
- We encourage our children and families to engage in work to support charities, selecting a charity to support each year
- We have raised money for local and national charities.

4. Equality Objectives

Objective 1	Why is this important at our school?	Success criteria
To further strengthen equality of access, participation, representation and belonging for all pupils, including those with SEND and other vulnerabilities.	This objective is important to Oakworth Primary School because we believe that every child should have the opportunity to thrive academically, socially and emotionally, regardless of their background, needs or circumstances. We recognise that some pupils, including those with SEND and other vulnerabilities, may face additional barriers to participation in aspects of	Participation in educational visits, residential experiences, extra-curricular activities and enrichment opportunities remains high across all pupil groups. Monitoring demonstrates that pupils with SEND and other vulnerable groups are represented proportionately in clubs, trips, performances, sporting activities and leadership opportunities. Any barriers to participation are identified promptly and

	school life. By proactively identifying and removing these barriers, we can ensure that all children have access to the rich experiences, opportunities and responsibilities that contribute to their personal development.	appropriate support, adaptations or reasonable adjustments are implemented. Pupil voice demonstrates that children feel safe, included, valued and represented within the school community. An increasing number of pupils with SEND and other vulnerable groups undertake positions of responsibility and leadership across the school
End of year 1 Completed by Date	June 2027	
End of year 2 Completed by Date	June 2028	
End of year 3 Completed by Date	June 2029	
Summative review	Ongoing	

Objective 2	Why is this important at our school?	
To further develop pupils' understanding of diversity, equality and inclusion through a curriculum that reflects and celebrates the diversity of modern	At Oakworth Primary School, we want our children to be confident, respectful and well-prepared for life in an increasingly diverse society. While pupils already learn about different cultures, faiths and communities through Religious Education, SCARF, , assemblies and the Linking Schools project, we recognise the importance of ensuring that diversity and representation are embedded consistently across the curriculum. By exposing pupils to a wide range of positive role models and life experiences, we can broaden aspirations, challenge stereotypes and help children understand that everyone can make a	The Curriculum planning identifies opportunities to include diverse role models and contributions across a range of subjects. Pupils can discuss and recognise the achievements of individuals from a range of backgrounds and protected characteristics. Pupil voice demonstrates growing understanding, respect and appreciation of diversity. Assemblies and wider curriculum experiences regularly promote themes of equality, inclusion and respect. Pupils demonstrate positive attitudes towards people whose backgrounds, beliefs or experiences may differ from their own.

	valuable contribution to society.	Monitoring shows that diversity and representation are increasingly reflected within curriculum resources, displays and learning environments. Children leave Oakworth Primary School with a strong understanding of equality, respect and the importance of valuing diversity in modern Britain.
End of year 1 Completed by Date	June 2027	
End of year 2 Completed by Date	June 2028	
End of year 3 Completed by Date	June 2029	
Summative review	Ongoing	