

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 T

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

Lees 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	25	3-4
Reception	29	4-5
Year 1	29	5-6
Year 2	28	6-7
Year 3	24	7-8
Year 4	30	8-9
Year 5	29	9-10
Year 6	24	10-11

Race Ethnicity

White British	**92%**
Pakistani	**0.9%**
Any other	**7.1%**

No religion	
Christian	
Other	
Sikh	
Hindu	

Religious Belief

SEN	**19%**
EHCP	**2%**

Special Educational Needs and Disability

Sex

Male	**44%**
female	**56%**

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.

Continuing features of our work at Lees Primary School:

- We have taken action to improve the accessibility of our site for people with disabilities. We have a ramp at either side and a levelled main entrance .
- Opaque sections have been included in all glass panels, to aid visibility.
- Our catering providers 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.
- 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. We have disabled bathroom.

- 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, including access to counselling and physiotherapy.

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 Lees Primary School:

- We are committed to ensuring that our curriculum is accessible to all pupils. This includes educational visits, enrichment opportunities and residential experiences. We work proactively to minimise financial barriers to participation, including fundraising activities and careful budget planning to reduce costs for families wherever possible.
- We work closely in partnership with parents and carers to maximise participation and engagement for children with disabilities and additional needs. Individual risk assessments are completed where required and may result in additional staffing, resources or reasonable adjustments being put in place to support full inclusion and participation.
- Participation in extracurricular activities is regularly monitored and analysed across different groups and protected characteristics. To date, we have not identified any significant barriers to participation linked to protected characteristics.
- We provide a range of opportunities for pupils to take on leadership responsibilities within school, including roles such as school council representatives , Eco-Warriors, Sports Ambassadors and Lunch helpers.
- Monitoring indicates that pupils with SEND may currently be underrepresented in some of these roles.
- Our curriculum includes opportunities for pupils to learn about positive role models from a range of backgrounds and protected characteristics. We recognise the importance of representation and are continuing to develop a more systematic approach to this area.
- Our Behaviour Policy identifies racism, homophobia and other forms of discriminatory behaviour as serious incidents. Such incidents are recorded on CPOMS, reported to Governors and the Trust, and addressed promptly. We work

closely with families to promote understanding, reflection and positive behavioural change rather than focusing solely on sanctions.

- We recognise that some pupils with Social, Emotional and Mental Health (SEMH) needs may display discriminatory behaviour at times. Such incidents are addressed sensitively and appropriately as part of wider behaviour support plans, with involvement from external agencies where necessary.
- The school has a designated Behaviour Lead who supports staff in responding to challenging situations with dignity, respect and care. Any incidents requiring physical intervention are recorded on CPOMS and reported to Governors and the Brontë Academy Trust in accordance with policy.
- We recognise that cyberbullying is an increasing concern and that some incidents may be linked to protected characteristics. We teach pupils how to behave respectfully online, keep themselves safe and respond appropriately to concerns. Guidance and support are also provided to parents and carers.
- We are particularly mindful of the increased vulnerability that some pupils with SEND may experience online. Our SENCO provides additional support for families and delivers targeted sessions to help pupils develop their understanding of online safety.
- Where concerns arise regarding pupils' online activities outside school, we work collaboratively with families and external partners, including the Police Community Support Officer (PCSO), to promote safety and wellbeing.
- We are committed to maximising parental engagement in both their child's education and the wider life of the school. We regularly consider potential barriers to participation and make reasonable adjustments where appropriate. For example, parents' evenings are scheduled to accommodate a range of working patterns and family circumstances, and online appointments remain available to support wider accessibility and engagement.
- Lees is a SCARF beacon school showcasing a holistic and restorative approach to behaviour management.

3.3 Fostering good relations

Continuing features of our work at Lees 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 based upon the Bradford syllabus.
- We currently have no children withdrawn from either Religious Education or from assemblies, which we view as very positive.
- We promote British Values across the curriculum and in particular through assemblies. We make clear links to the Wilsden Way, our school values, and British Values.
- We use Picture News as a key resource to promote British Values. This is used in assembly and followed up in class discussions. It helps us to discuss local, national and international issues in an age-appropriate way.

- We are involved in a Linking Schools project in Bradford, which aims to support mutual understanding, tolerance, respect and engagement with children from diverse communities.
- We are part of an intergenerational project, visiting with a local nursing home at Christmas.
- Lees stands at the heart of the community lining with various groups including gardening ones and the village association.
- 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.
- 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 Oldfield 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 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.	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 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 Britain.	At Oldfield 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, Picture News, 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 valuable contribution to society.	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, Picture News 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. Monitoring shows that diversity and representation are increasingly reflected within curriculum resources, displays and learning environments. Children leave Oldfield 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	