

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).

Oldfield 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	10	3-4
Reception	10	4-5
Year 1	5	5-6
Year 2	10	6-7
Year 3	4	7-8
Year 4	10	8-9
Year 5	10	9-10
Year 6	9	10-11

Race Ethnicity

White British	99%
Pakistani	0
White other	1%

No religion	44.6%
Christian	55%
Other	1.4%
Sikh	0
Hindu	0

Religious Belief

EHCP	16%
SEN Register (not ECHP)	13%

Special Educational Needs and Disability

Sex

Male	53%
female	47%

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.
- We have a comprehensive Early help school offer before formal support.

Continuing features of our work at Oldfield Primary School:

- We have taken action to improve the accessibility of our site for people with disabilities.
- There is designated disabled parking space outside.
- 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. Recent examples include making adjustments to seating and bathroom arrangements.
- 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. It is a restorative policy.
- We have engaged in Positive handling training for all staff and created Behavioural Safety Leads at each school.

Continuing features of our work at Oldfield Primary School:

- At Oldfield Primary School, we are committed to ensuring that every child can access and participate fully in all aspects of school life, regardless of background, need or protected characteristic. We believe that all children should have the opportunity to experience a rich and varied education that supports both academic success and personal development.
- We work hard to ensure that our curriculum, enrichment activities and wider opportunities are accessible to all pupils. This includes educational visits, residential experiences and extra-curricular activities. We recognise the important role these experiences play in developing children's confidence, independence, resilience, social skills and understanding of the wider world.
- To support equitable access, we do all we can to minimise financial barriers. We actively seek ways to reduce the cost of activities such as residential visits and engage in fundraising activities to ensure that as many children as possible can participate. We firmly believe that no child should be disadvantaged because of financial circumstances.
- For pupils with disabilities or additional needs, we work closely in partnership with parents and carers to maximise participation and engagement. Careful planning, individual risk assessments and reasonable adjustments are put in place to ensure children can access opportunities safely and successfully. This may include the allocation of additional staffing, specialist equipment or adapted resources. Our aim is always to remove barriers and enable every child to participate alongside their peers wherever possible.
- We regularly monitor and analyse participation in extra-curricular activities and wider school opportunities across different pupil groups and protected characteristics. To date, we have not identified any significant barriers to participation linked to protected

characteristics. We remain committed to ongoing review and action should any disparities emerge.

- We provide a wide range of opportunities for pupils to develop leadership skills and contribute positively to school life. Children are encouraged to take on positions of responsibility, including roles such as School Council representatives, Lunch Leaders and other pupil leadership positions. These opportunities help children develop confidence, communication skills, responsibility and a sense of service to others.
- Our curriculum provides opportunities for pupils to learn about inspirational individuals from a diverse range of backgrounds and protected characteristics. By exposing children to positive role models from different communities, cultures and life experiences, we help broaden aspirations, challenge stereotypes and promote an inclusive understanding of success. We recognise the importance of this work and are committed to developing an even more systematic approach to ensuring diverse representation throughout the curriculum.
- Creating a safe, respectful and inclusive environment is central to our school ethos. Our Behaviour Policy clearly identifies racist, homophobic and other discriminatory incidents as serious matters that require an immediate and appropriate response. Such incidents are recorded using specific categories within CPOMS and are reported to Governors and the Trust. When incidents occur, our focus is not solely on sanctions but on education, reflection and behaviour change. We work closely with families to help children understand the impact of their actions and to develop more respectful attitudes and behaviours. Restorative focus is key.
- We recognise that some pupils with Social, Emotional and Mental Health (SEMH) needs may occasionally demonstrate discriminatory language or behaviour. While understanding the underlying needs that may contribute to such incidents, we remain committed to addressing them appropriately. This work forms part of wider behaviour support plans and may involve collaboration with external agencies where necessary.
- We are also aware of the increasing risks associated with cyber-bullying and online discrimination, including incidents related to protected characteristics. Through our curriculum, particularly the SCARF programme, children are taught how to behave respectfully online, challenge inappropriate behaviour, recognise online risks and keep themselves safe in digital environments. We seek to develop responsible digital citizens who understand the importance of kindness, respect and accountability both online and offline.
- We recognise that some pupils, particularly those with SEND, may be more vulnerable to online risks. Our SENCO provides targeted support for pupils and guidance for families, including additional teaching sessions focused on online safety and digital wellbeing. This proactive approach helps ensure that all children develop the skills and confidence needed to navigate the online world safely.
- Where concerns arise regarding children's online activity beyond school, we work collaboratively with families and external agencies, including our Police Community Support Officer (PCSO), to safeguard children and promote positive outcomes.
- We firmly believe that strong partnerships between home and school are essential to children's success and wellbeing. We work hard to maximise parental engagement in both children's learning and the wider life of the school. We continually consider and address potential barriers to participation, making adaptations where needed. For example, we offer parents' evenings at different times and continue to provide online or telephone appointments where this supports greater accessibility and engagement. Our aim is to

ensure that all families feel welcomed, valued and able to contribute to their child's educational journey.

- Through these approaches, Oldfield Primary School strives to create a community where every child feels included, valued and empowered to succeed. By promoting equality of opportunity, encouraging participation and fostering respect for others, we help develop confident, compassionate and well-rounded young people who are prepared to make a positive contribution to society.

3.3 Fostering good relations

- At Oldfield Primary School, we are committed to developing well-rounded, confident, respectful and responsible young people who are prepared for life in modern Britain. We believe that academic achievement must sit alongside personal development, emotional wellbeing, character education and an understanding of the diverse world in which we live. Through our curriculum, assemblies, enrichment opportunities and wider school experiences, we actively promote equality, celebrate diversity and foster positive relationships across our school community.
- Our Relationships Education curriculum is based on the SCARF programme (Coram Life Education), a comprehensive, evidence-based programme that supports pupils' personal, social, emotional and health education. SCARF promotes the values of Safety, Caring, Achievement, Resilience and Friendship, which underpin our approach to developing children's character and wellbeing.
- Through SCARF, pupils develop the knowledge, skills and attitudes needed to form healthy relationships, make positive choices and become responsible members of society. The programme supports children in understanding and valuing diversity, respecting differences and recognising the importance of equality and inclusion. Pupils learn about all protected characteristics in an age-appropriate way, helping them to develop empathy, challenge stereotypes and appreciate the unique qualities of others.
- SCARF also makes a significant contribution to children's emotional wellbeing and mental health. Pupils learn how to identify and manage emotions, develop resilience, cope with challenges, build positive self-esteem and seek support when needed. These skills help children become confident, self-aware learners who are equipped to manage the opportunities and challenges they will encounter throughout their lives.
- As part of this programme, children learn how to develop and maintain positive relationships both offline and online. They are taught how to communicate respectfully, recognise risks in digital environments and act responsibly when using technology. This helps pupils develop the skills needed to navigate an increasingly connected world safely and thoughtfully.
- Our Religious Education curriculum follows the Local Authority agreed syllabus and plays a vital role in broadening pupils' understanding of different faiths, beliefs and worldviews. Through learning about religion and culture, pupils develop respect, curiosity and appreciation for the richness and diversity of society. They are encouraged to ask questions, reflect on their own beliefs and consider the experiences and perspectives of others. We currently have no pupils withdrawn from Religious Education lessons or collective worship, which we view as a positive reflection of our inclusive ethos and the value placed on this area of learning by our school community.
- British Values are embedded throughout school life and are promoted through our curriculum, assemblies and wider enrichment opportunities. We make explicit links

between British Values, the Brontë Way and our school values, helping children understand the importance of democracy, individual liberty, the rule of law, mutual respect and tolerance. By experiencing these values in action, pupils develop a strong moral compass and a growing understanding of their role as active and responsible citizens.

- Picture News is a key resource used throughout school to encourage pupils to engage with current affairs and the wider world. Through assemblies and classroom discussions, children explore local, national and global issues in an age-appropriate way. These opportunities encourage critical thinking, respectful debate, empathy and an understanding that people may hold different views and experiences. This helps pupils become informed, reflective and socially aware individuals.
- We are proud to participate in the Bradford Linking Schools project, which aims to build meaningful connections between children from different communities and backgrounds. Through this work, pupils have opportunities to learn with and from others, developing understanding, respect and appreciation of diversity. These experiences help children challenge misconceptions, build confidence in unfamiliar situations and recognise the value of different perspectives.
- Our intergenerational partnership with a local nursing home provides further opportunities for pupils to develop empathy, compassion and communication skills. By building relationships with older members of the community, children gain a deeper understanding of the experiences of others while learning the importance of kindness, respect and social responsibility.
- Throughout the year, pupils learn about and celebrate a range of festivals, traditions and significant events from major world religions and cultures. These experiences help children recognise and value the diversity that exists within both our local community and wider society. Celebrating these events promotes understanding, respect and a sense of belonging for all members of our school community.
- The school actively participates in community events, including Remembrance Day and other local initiatives, helping pupils develop a sense of civic responsibility and connection to the wider community. These experiences encourage children to reflect on the contributions of others and understand the importance of service, respect and community spirit.
- We also encourage pupils and families to support charitable causes and take an active role in helping others. Through fundraising activities and community projects, we have raised money for both local and national charities. These opportunities help children develop compassion, generosity and an understanding that they can make a positive difference in the lives of others.
- Through all aspects of school life, we strive to nurture children who are kind, resilient, respectful and ambitious. We want our pupils to leave Oldfield Primary School not only with strong academic foundations, but also with the confidence, character, values and social awareness needed to thrive in secondary education and beyond. By promoting equality, celebrating diversity and fostering positive relationships, we prepare our children to become thoughtful, responsible and active citizens who contribute positively to their communities and wider society.

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.	The Curriculum planning identifies opportunities to include diverse role models and contributions across a range of subjects.

	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.	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	