



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).

Haworth 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	20	3-4
Reception	28	4-5
Year 1	20	5-6
Year 2	30	6-7
Year 3	38	7-8
Year 4	38	8-9
Year 5	43	9-10
Year 6	36	10-11

Race Ethnicity

White British	122
White English	102
White Irish	4
Other Pakistani	4
White Other	3
White & Black Caribbean	3

White Eastern European	1
White & Pakistani	1
White & Black African	1
Refused	1
Other White British	1
Other Mixed Background	1

Pakistani	3
White & Any Other Ethnic Group	2

Information not Obtained	1
Asian & Any Other Ethnic Group	1

Religious Belief

No religion	
Christian	
Other	
Sikh	
Hindu	

Special Educational Needs and Disability

Non SEND	208
SEND	45

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.
- The school has developed its initial Early Help offer to provide such things as free, time-limited support at wrap-around care and signposting to services for families in need of support

Continuing features of our work at Haworth Primary School:

- We have taken action to improve the accessibility of our site for people with disabilities.
- The school is multi floored however all indoor areas are accessible via lift
- There is designated disabled parking with step free access to the building.
- Our catering providers (Midshires) 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.
- Our emergency alarm includes both visual and auditory elements.
- 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.
- 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 review our Behaviour Policy annually.
- We have engaged in Positive Handling training for all staff and created Behavioural Safety Leads at each school.

Continuing features of our work at Haworth Primary School:

- We ensure that our curriculum is accessible to all, this includes trips, visits and other extra curricula activities.
- 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 include XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
- 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.
- Staff as appropriate are manual handling trained, to enable support with dignity and respect in the rare incidents where physical intervention is needed to support a child. Any such incidents are recorded on CPOMS, reported to parents and reported to Governors and the Bronte Academy Trust..
- 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. This is even greater importance for children in the schools Specialist; Communication and Language provision. Our SENCO & DSP Lead provide support for parents, and children.
- We have worked with the Police Community Support Officer (PCSO) where we have had concerns about children's activities online outside school, she is a regular visitor to school and children recognise her as part of their community.
- 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 Haworth Primary School:

- Various elements of our curriculum contribute to the fostering of good relations, in particular Relationships Education, Open Minds 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 Open Minds Curriculum is based on the locally agreed RE curriculum.
- **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 Haworth Heros, our school values, and British Values.

- 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 learn about and celebrate festivals from major religions, as part of our Open Minds curriculum.
- 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.
- We also work hard to encourage good relationships online. We are a National Online Safety (NOS) accredited school.

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 Haworth 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	At Haworth 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 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 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 Haworth 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
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