Thornton Primary School

Public Sector Equality Duty Information Report and Equality Objectives

Updated September 2026

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Section 1
Introduction

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).

Thornton Primary School is part of Focus Trust (multi-Academy Trust). Our work to promote equality, and comply with the PSED reflects, and is part of, the overall commitment to equality of Focus Trust. The Trust's Equality Policy and Equality Objectives can be found on its website www.focus-trust.co.uk

Monitoring and Review

This report covers the 12-month period up to September 2027. It will be reviewed on an annual basis by the Executive Principal. The next scheduled review date is June 2025.

Section 2
Information relating to protected characteristics

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	Born between	
Pre-nursery	0	2-3	1/9/23	31/8/24
Nursery	36	3-4	1/9/22	31/8/23
Reception	60	4-5	1/9/21	31/8/22
Year 1	47	5-6	1/9/20	31/8/21

Year 2	50	6-7	1/9/19	31/8/20
Year 3	60	7-8	1/9/18	31/8/19
Year 4	59	8-9	1/9/17	31/8/18
Year 5	59	9-10	1/9/16	31/8/17
Year 6	68	10-11	1/9/15	31/8/16

Source: School MIS September 2026

Race/ethnicity

As determined by parents/carers on enrolment

White British	318
Pakistani	31
White and Black Caribbean	12
Indian	10
Mirpuri Pakistani	7
Any Other Asian Background	6
White and Black African	1
Black Caribbean	0
Information Not Obtained	1

White English	6
White and Any Other Asian Background	1
White Other	5
Black African	7
Any Other Mixed Background	1
Other Pakistani	4
Black and Any Other Ethnic Group	0
Chinese	1
Other Black African	1

Other Chinese	0
Traveller of Irish Heritage	0
White and Any Other Ethnic Group	2

Other Mixed Background	1
White – Irish	0
Vietnamese	1

Source: School MIS September 2026

Religious belief

As determined by parents/carers on enrolment

No Religion	189
Christian	58
Other religion	99
Sikh	8
Jehovah's Witness	2

Refused Information	1
Muslim	60
Roman Catholic	22
Hindu	1

Source: School MIS September 2026

Special Educational Needs and Disability

Note – SEND is used here as a proxy measure for disability in line with DFE guidance para 5.14, although we are aware that not all children with SEN have a disability

Speech, Language and Communication Needs	25
Social, Emotional and Mental Health	14
Autistic Spectrum Disorder	1

Moderate Learning Difficulty	12
Physical Disability	1
Specific Learning Difficulty	0

Hearing Impairment	0

Other Difficulty / Disability	8

Source: School MIS September 2026

Sex

Male	232

Female	207

Source: School MIS September 2026

Staff Information

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

As the employer, Focus Trust publishes relevant information, for example an annual report on the gender pay gap. This can be found on the Focus Trust website www.focus-trust.co.uk

Section 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

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 2026-2027.
- We have updated our admissions policy, ensuring that it remains compliant with the DFE School Admissions Code 2021. This was approved in February 2024.

Continuing features of our work at Thornton Primary School:

- We have taken action to improve the accessibility of our site for people with disabilities.
- The site is step free apart from the car park; there is designated disabled parking with step free access to the building.
- Steps from the car park are clearly marked with yellow stripes to aid visibility.
- Opaque sections have been included in all glass panels, to aid visibility.
- There is a hearing loop in the office.
- 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 have an Allergy policy to protect children, prevent exposure, and ensure rapid response to allergic reactions, including anaphylaxis.
- We hold spare Epipens (AAIs) and asthma inhalers, which can be used in an emergency in line with Benedict's Law.
- 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 Focus 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.
- We have supported staff with applications to the Access To Work scheme.
- Pregnant staff are supported through a Pregnant Worker Risk Assessment. This identifies any reasonable adjustments to be made, to support the member of staff.
- Focus Trust provides a range of support for staff to complement our employment policies, including access to counselling and physiotherapy.

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 autumn 2025.

Continuing features of our work at Thornton Primary School:

- We ensure that our curriculum as 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 include Junior Leadership Team (JLT), eco-warriors, book monitors. Analysis shows that children with SEND may currently be under-represented in these posts. Our SENCO is taking positive action to encourage children with SEND to put themselves forward and make their voice heard.
- JLT members understand that it is part of their responsibility to listen to the views of all children and feed these back to the group.
- 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 (see objectives below).
- 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 Focus 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.
- Several senior staff are Team Teach 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, and reported to Governors and the Focus 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 have 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. Our SENCO provides support for parents, and leads additional sessions with children about keeping safe online.
- 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. We also continue to offer online appointments for parents where this enables wider engagement.

Fostering good relations

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

- We have made some changes to our Religious Education curriculum.

Continuing features of our work at Thornton 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 now based upon the Kapow scheme, having recently moved across from the Bradford syllabus. We have made this move because we feel there is a stronger learning focus in Kapow. Kapow is closely aligned to the Bradford syllabus but more focused on objectives rather than tasks and resources.
- 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 school values (TRAIN – Team Work, Respect, Achievement, Initiative, Nurturing) 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, twinned with a local nursing home.
- We subscribe to Bradford's Interfaith Centre. Members of this group visit school at least annually to promote religious tolerance.
- 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.
- We also work hard to encourage good relationships online. We are a National Online Safety (NOS) accredited school.

Section 4
Equality objectives

Determination of objectives	Approved by the Executive Principal	September 2026 - completed
	Shared with LGB	Autumn 2026
Review of year 1	Reviewed by the Executive Principal / Head of School	September 2027
	Shared with LGB	Autumn 2027
Review of year 2	Reviewed by the Executive Principal	September 2028
	Shared with LGB	Autumn 2028
Review of year 3	Reviewed by the Executive Principal	September 2029
	Shared with LGB	Autumn 2029
Summative review (year 4)	Reviewed by the Executive Principal	September 2030
	Shared with LGB	Autumn 2030

Objective 1	Why is this important at our school?	Success criteria
Ensure that our curriculum presents children with positive role models across all protected characteristics	• We aim to present positive role models through our curriculum and through activities such as our Careers Week. • We have had a focus on presenting positive role models of "people like us", to help raise aspirations for our children. • This will continue to be important at Thornton. However, we also need to widen our children's knowledge of a wider range of positive role models. • We have not yet embedded full consideration of the range of protected characteristics in our planning processes.	• Our curriculum provides planned opportunities for learning about positive role models across protected characteristics. • Children know and can discuss a range of positive role models across protected characteristics. • Children's own ambitions and aspirations are not limited by their own protected characteristics.
Review/evaluation		
End of year 1 Completed by Date		
End of year 2 Completed by Date		
End of year 3 Completed by Date		
Summative review Completed by Date		

Objective 2	Why is this important at our school?	Success criteria
Ensure that our recruitment processes attract a wide range of candidates from diverse backgrounds	• The staff team is not fully reflective of local community, nor is it diverse across a range of protected characteristics. • We have not yet reviewed our recruitment processes to check for hidden bias. • We have not yet analysed applications received against protected characteristics. • We are adopting a new recruitment platform, which may present some opportunities to develop our practice.	• Strong and diverse field of candidates for advertised roles, evidenced through effective monitoring of applications. • Robust fair recruitment procedures. • Over time, staff team becomes more diverse overall.
Review/evaluation		
End of year 1 Completed by Date		
End of year 2 Completed by Date		
End of year 3 Completed by Date		
Summative review Completed by Date		