



# Great Bradfords

## INFANT AND NURSERY SCHOOL

**Great Bradfords Infant and Nursery School  
Equalities Information and Equality Objectives 2025-2029  
Published January 2026**

**The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:**

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion or belief/sex/sexual orientation.

In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment.



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### 1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE/RSE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken by families in our school community.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our core values: Respect, Honesty, Fairness, Kindness, and Perseverance.
- All staff have completed 'Prevent' Training and receive regular updates.

In relation to DISABILITY, the evidence we hold tells us:

- We make “reasonable adjustments” for pupils and staff with disabilities.
- Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.
- The PSHE curriculum addresses this in an age appropriate way in each year group.
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- We have very good, proven procedures in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs.
- Parents are able to use disabled parking in school car park.
- The learning environment reflects the range of disabilities within the school.

In relation to SEX, the evidence we hold tells us:

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after school clubs.
- All children from Year R to Year 2 have access to the same sport and physical activities.
- Our staff and pupils challenge stereotypes.



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In relation to GENDER REASSIGNMENT, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make “reasonable adjustments” if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil’s needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.
- We practise Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- We have regular visiting Christian leaders for collective worship and welcome other faith visitors

In relation to SEXUAL ORIENTATION, (including LGBTQI+) the evidence we hold tells us:

- Our Science, Health and Relationships Education suits our pupil’s needs.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after school clubs.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our core values encourage pupils and staff to respect, treat equally, achieve, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEND rather than their economic disadvantage.



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### 2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us:

- We live in a mainly white, British community which means our pupils' understanding of race issues are limited, although our school population is becoming more multi - cultural.
- We involve pupils and families.
- We promote British values.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by PSHE/RSE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- Our disabled parking spot is available for use.
- Our SEND Information Report was written in consultation with parents, governors and members of the wider community.

In relation to SEX, our self-evaluation tells us:

- Data shows there is a difference in some cohorts, between rates of progress for boys and girls.

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other agencies.
- Most staff return to work here following maternity leave.

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.



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In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We need to increase our Religious speakers from religions other than Christianity.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

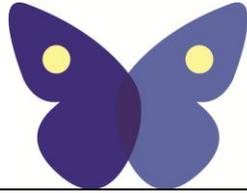
- Pupils and families tend to approach the school to discuss any issues however, through our core values these issues are addressed regularly with all pupils in an age appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.

### Great Bradfords Equality Objectives January 2026 – December 2029

Equality Focus	Action	Success Criteria	Date for completion by	Who will be responsible	Impact
Race	Review of the school curriculum to ensure it is diverse and reflective of the world we live in.	Children's learning experiences broaden their life outlook.	Sept 2025	SLT Subject Leaders	
	Work with staff to be vigilant to and challenge potentially discriminatory language.	Children use language respectfully and appropriately.	Ongoing	SLT	
Disability	To discuss pupils different forms of discrimination.	Children show tolerance to each other.	Ongoing	All staff PSHE Lead	



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Sex and Gender and sexual orientation	To discuss pupils different forms of discrimination.	Children show tolerance to each other.	Ongoing	All staff PSHE Lead	
Religion and Belief	To continue to foster curiosity and develop a respectful attitude towards other faiths.	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	Ongoing	RE Lead SLT	
Economic disadvantaged and life experience disadvantaged	To ensure children benefit from Pupil Premium funding and make good progress from their baseline assessment/relative starting points and for the majority to make age-related expectations.	The gap closes between non-PPG and PPG pupils.	Reviewed termly via pupil progress meetings. PPG Strategy Reviewed annually.	All staff SLT  Head	