



Public Sector Equality Duty  
Information Report  
and  
Equality Objectives

Updated June 2026

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# Section 1

## Introduction

### Aims and Purpose

All schools, including maintained schools and 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).

New Brighton Primary School is part of Wirral Local Authority, with Wirral being the employer. Information about Wirral’s approach to Equality and the Public Sector Equality Duty can be found [here](#).

### Monitoring and Review

This report covers the 12 month period up to June 2026. It will be reviewed on an annual basis by the Headteacher/SLT. The next scheduled review date is June 2027.

## 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.

All pupil data below is sourced from the school MIS system, as at May 2025.

### Sex

Female	330
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Male	267
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### Age

Year group	Number	Age	Born between	
Reception	74	4-5	1/9/20	31/8/21
Year 1	78	5-6	1/9/19	31/8/20
Year 2	87	6-7	1/9/18	31/8/19
Year 3	73	7-8	1/9/17	31/8/18
Year 4	90	8-9	1/9/16	31/8/17
Year 5	83	9-10	1/9/15	31/8/16

Year 6	81	10-11	1/9/14	31/8/15
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## Race/ethnicity

Race/ethnicity as defined by parents/carers

Any Other Black Background	1
Chinese	1
Indian	1
Sri Lankan	1
White Irish	1
White and any other Asian Background	1
White and any other ethnic group	0
White other	1
Any other Asian Background	1
Any other ethnic group	1
Asian and any other ethnic group	1
Bangladeshi	1
Black African	3
Any other white background	3
Latin South American	3
White and Black Caribbean	1
White and Chinese	4
White and European	3
Information not yet obtained	7
White and Black African	6
Any other mixed background	9

Other White British	7
White and Asian	9
White English	19
White British	509

## 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	74
Physical disability	3
No specific need	0
Social, emotional and mental health	19
Specific learning difficulty	6
Moderate learning difficulty	7
Other	3
Autism	11

## Religious Belief

Christian	77
Christian (Ecumenical)	1
Hindu	2
Jehovah's Witness	2
Muslim	8
Orthodox Catholic/Eastern Orthodox	1
Other Religion/Faith	1

Anglican	54
Roman Catholic	41
Ukrainian Orthodox	1
No Religion	307
Not specified	102

## Staff Information

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

As the employer, Wirral Council publishes information about its commitment to equality, diversity and inclusion. This can found [here](#). Wirral's gender pay gap reports can be found [here](#).

# 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 during 2025:

- We have completed an accessibility audit and used this to develop an updated accessibility plan.
- We now have an emergency asthma inhaler available for use, with all the necessary consents in place.

Continuing features of our work at New Brighton Primary School:

- We are a maintained school, which means that Wirral Council is the admissions authority, and is responsible for establishing admissions policies and over-subscription criteria. All admissions are managed through Wirral in line with the admissions code. This applies to admissions to reception, and also to in-year admissions in all year groups.
- We welcome applications and encourage potential applicants/parents to visit school.
- We take care during these visits to reflect our commitment to equality and inclusion.
- We discuss individual needs with parents, to help us plan for the most effective transition possible into the school. In some instances this means that children have a planned phased admission.
- We are part of the Wirral Fair Access Protocol, which is intended to support the admission of the most vulnerable pupils.
- We have a Uniform Policy that meets the requirements of recent legislation. This was updated September 2025 and is published on our website.
- Our uniform is gender neutral. It is designed to be cost-conscious, with minimal branded items.
- We consulted with parents when establishing our uniform policy. We make appropriate adjustments to our uniform requirements to meet individual SEND needs or religious requirements.

- We believe we are well placed to meet the future requirements around uniform in the current Children's Wellbeing and Schools Bill, and will review our policy once this has passed into law.
- We have a comprehensive approach to the provision of food in school, with the aim of supporting religious, cultural and medical needs. We ensure that vegetarian options are available daily as part of our school meals menus. We do not currently provide Halal or Kosher meals, and the analysis of religious backgrounds above (section 2) suggests that these are not currently required. We will keep this under review.
- We take care to support the needs of children with allergies and are compliant with Natasha's Law. We periodically ask parents to check and update the information we hold in relation to allergies and liaise with GPs or other health professionals.
- Our kitchen staff are trained to deal with allergies by their employer, Edsential. They have details of all children with allergies available to all their staff.
- We have emergency reaction boxes available, clearly labelled with the relevant information for individual children.
- All staff have been trained in allergy awareness, with some now due for renewal.
- Staff are aware of the need to check for allergies when planning any food related activities with children.
- We have a clear policy around the administration of medicines in the school day. This is in line with the policy guidance from the Department for Education.
- All our early years staff and our administration team are trained to administer medicines.
- We keep a record of all medicines administered. We will be moving to an electronic recording system over the next year.
- Children with asthma have a summary form for each child which is stored along with the individual asthma plan. This is provided by a health professional, usually from a specialist asthma team. Copies of this key information are kept with the child's inhaler.
- Some staff have had training in asthma awareness, with others still to complete this.
- Some staff are trained to administer Epipens, and we hold an emergency Epipen on site. However, we do not currently have any children on roll known to need this provision.
- We believe that our approach to supporting children with allergies and other medical conditions is proportionate and compatible with UK data protection law. However, we have discovered some knowledge gaps as we have pulled this report together. We will therefore undertake further work to reassure ourselves and check ourselves against best practice – see equality objective 1 below.
- We have Individual Health Care Plans in place to support children with disabilities. These include Personal Emergency Evacuation Plans (PEEPs) and are updated annually as a minimum.
- Many staff are trained in positive handling; this includes all our early years staff.
- In common with the vast majority of schools, we are working hard to improve attendance. However, we are conscious of the need to do so in a non-discriminatory way, and without exposing children with disabilities to undue pressure. Our focus is therefore on supporting families to maximise attendance for every child.
- Reasonable time off for religious observance is available for both children and staff.
- Our recruitment procedures are intended to minimise the impact of unconscious bias. Application forms have personal details removed before they are used for shortlisting. We ask all shortlisted applicants if they require any reasonable adjustments for interview. We give shortlisted applicants sight of questions in advance of the interview, which supports neurodiversity.

- We implement a range of employment policies as set out by Wirral council. 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 are aware of the Access to Work scheme and have supported staff in accessing this.
- We support staff who have responsibilities as carers and have a policy in place to underpin this.
- We support staff who are pregnant by conducting a risk assessment. This helps identify any adjustments required. This is kept under regular review.
- We are aware of the new duty to prevent sexual harassment in the workplace, and are awaiting further advice from Wirral. See equality objective 2 below.

## Advancing equality of opportunity

In order to meet this duty, we have taken the following action during 2025:

- We have analysed take-up of our wider curriculum offer against protected characteristics. This showed that all groups are accessing our offer and did not throw up any concerns. This will be kept under review.
- We have improved our use of CPOMS (online monitoring system) to aid tracking and analysis of concerns and incidents, including tracking by protected characteristics.

Continuing features of our work at New Brighton Primary:

- A commitment to equality of opportunity is an essential factor in our school ethos, and is reflected in everything we do.
- We plan our curriculum around the concept of Windows and Mirrors.
- Mirrors ensure that children can see themselves reflected in our curriculum, helping to provide positive role models, develop a feeling of self-worth and promote high aspirations.
- Alongside this, Windows open up children's learning to the wider world. This includes learning about all protected characteristics, and challenging stereotypes.
- The concept of Windows and Mirrors influences the choices we make in our curriculum, including themes, visitors to school and text choices.
- We are committed to ensuring that all children have access to a broad and balanced curriculum regardless of any SEND. We achieve this through adaptive teaching, where the focus is on the purpose of the learning rather than the activity.
- We have a strong extra-curricular programme, and have analysed participation against protected characteristics. Places are offered through our Arbor (parents usually notified through Class Dojo), with enrollment windows scheduled well ahead of time. This is intended to help provide a level playing field for enrolment, rather than a "fastest first" approach.
- We aim to make educational visits accessible for all children. We maximise participation in trips and residentials through individual plans based on risk assessments where appropriate, and in partnership with parents. We provide additional support, including additional staffing to support participation where appropriate.
- There are a range of roles available to children to enable them to contribute further to the life of the school, for example school councillors. We are mindful to make these roles accessible to all, and are aware that currently children with SEND are slightly under-represented.

- Our Behaviour Policy is centered in the therapeutic school approach, and is based on a clear set of principles: Respect, Kindness, Listening, Community and Responsibility.
- Our response to undesired behaviour has three main elements; a relationship-focused response; boundaries and teaching; self regulation.
- The policy is clear that discriminatory behaviour is taken very seriously. The focus is on changing behaviour rather than simply on sanctions. Our overall aim is for children to be able to self-regulate.
- Our Anti-Bullying Policy includes further specific reference to bullying in relation to protected characteristics. It also includes reference to Keeping Children Safe In Education (KCSIE), sexual violence and harassment, and cyber-bullying.
- We are aware that discriminatory behaviour is increasingly taking place online, and we engage with this even where it occurs out of school. To help reduce this, we provide regular advice and support for parents, for example around age restrictions for different apps.
- Where discriminatory behaviour does occur, we ensure that the victim is supported, including involving other agencies where this is appropriate. This is alongside reviewing what support the perpetrator may need, to help change behaviour and attitudes.
- Any such incidents are discussed with parents.
- Incidents are formally recorded via CPOMS, and the Designated Safeguarding Lead (DSL) is informed of all concerns. Governors receive a summary report based on CPOMS categories. This includes analysis by protected characteristics.
- Where sanctions are imposed, these are age and developmentally appropriate.
- Where discriminatory behaviour persists, we seek advice and ensure that we focus on bringing about change. We always keep in mind our responsibilities to both the perpetrator and the victim. We are relentless in pressing other agencies for support where we believe this would be of benefit. We employ a Community Advocate who supports families in engaging with other agencies.

## Fostering good relations

In order to meet this duty, we have taken the following action during 2024:

- We have introduced My Happy Mind, which is an NHS-endorsed scheme to support emotional well-being and relationships.
- We have started to use Jigsaw materials to support our teaching of Religious Education.

Continuing features of our work at New Brighton Primary School:

- New Brighton Primary is a strongly values driven organisation. Our mission is for all children to 'Give Our Best Achieve Success' through our core values of resilience, independence, community involvement, responsibility, mutual respect and confidence.
- These values are reflected in everything we do, including our behaviour policy (see section above).
- Our Relationships Education policy has been developed in line with statutory guidance from DFE. It is published online, and parents are informed of headline content at the start of each term. We use the Jigsaw relationships education scheme to support our teaching. A combination of Jigsaw and My Happy Mind materials provide a bespoke programme for New Brighton Primary.

- Our Religious Education curriculum is based on the locally agreed syllabus. We have recently started to use the Jigsaw Religious Education materials to support our teaching. This helps ensure links and consistency with our Relationships Education programme.
- Our assemblies play a major part in building and maintaining positive relationships. All children participate in assemblies, with no parents currently withdrawing their children from these.
- We use Picture News resources in some assemblies. These help us discuss local, national and international issues with children in an age-appropriate way. The resources signpost clear links to British Values and protected characteristics.
- Children are aware of British Values, and are able to discuss them as these are embedded across our curriculum.
- We foster good relationships across different faith groups through shared celebrations, visitors and learning about different faiths in Religious Education. As the data in section 2 above shows, the faith base of our families is narrow. Therefore this work is very much a Window rather than a Mirror for us. There is scope for us to make this work more meaningful.
- We work hard to foster good relationships across our community. All children have access to a wide range of curriculum enrichment activities, many of which support and engage with community groups.

## Section 4 Equality objectives

Equality Objectives Timeline		
Determination of objectives	Approved by the Headteacher	Summer 1 2026
	Shared with GB	Summer 2 2026
Review of year 1	Reviewed by the Headteacher	Spring 1 2027
	Shared with GB	Spring 2 2027
Review of year 2	Reviewed by the Headteacher	Spring 1 2027
	Shared with GB	Spring 2 2027
Review of year 3	Reviewed by the Headteacher	Spring 1 2028
	Shared with GB	Spring 2 2028
Summative review (year 4)	Reviewed by the Headteacher	Spring 1 2029
	Shared with GB	Spring 2 2029

Objective 1	Ensure that our policies and procedures for supporting children with medical conditions and disabilities are robust and inclusive.
Why is this important at our school?	<ul style="list-style-type: none"> <li>• We want to ensure that children with medical conditions and disabilities are fully supported at New Brighton Primary.</li> <li>• However, we have identified some gaps in our procedures which may result in some inconsistencies.</li> <li>• We want to ensure privacy is protected in line with GDPR UK.</li> <li>• Alongside this, we are concerned to ensure that staff knowledge is improved through further training.</li> </ul>
Success criteria	<ul style="list-style-type: none"> <li>• Policies and procedures are in place that enable us to meet our responsibilities.</li> <li>• These are implemented consistently by all staff.</li> <li>• Staff have the knowledge they need to support children with medical conditions and disabilities.</li> <li>• Feedback from children, parents and visitors is positive.</li> </ul>
Review/evaluation	
End of year 1 Completed by Date	To be completed January 2027
End of year 2 Completed by Date	To be completed January 2028
End of year 3 Completed by Date	To be completed January 2029
Summative review Completed by Date	To be completed January 2030

Objective 2	Ensure that we fulfil our new statutory duty to take reasonable steps to prevent sexual harassment in the workplace.
Why is this important at our school?	<ul style="list-style-type: none"> <li>• The Equality Act 2010 was amended in October 2024 to include this statutory duty.</li> <li>• We are committed to providing a positive workplace for all our staff.</li> </ul>
Success criteria	<ul style="list-style-type: none"> <li>• Policy and procedures in place.</li> <li>• Any concerns addressed promptly and effectively.</li> <li>• Positive feedback from staff.</li> </ul>
Review/evaluation	
End of year 1 Completed by Date	To be completed January 2027
End of year 2 Completed by Date	To be completed January 2027
End of year 3 Completed by Date	To be completed January 2029
Summative review Completed by Date	To be completed January 2030