Coppice Primary Academy

Public Sector Equality Duty Information Report and Equality Objectives

Updated September 2026

Contents

Section 1 Introduction

- Aims and purpose
- Monitoring and review

Section 2 Information relating to protected characteristics

- Pupils
- Staff

Section 3 How we meet our general duties under the Equality Act 2010

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity

Section 4 Equality objectives 2024-2028

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).

Coppice Primary Academy 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 July 2026. It will be reviewed on an annual basis by the Executive Principal. The next scheduled review date is July 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 academy 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 an academy, 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		
Nursery	49	3-4	1/9/22	31/8/23
Reception	57	4-5	1/9/21	31/8/22
Year 1	59	5-6	1/9/20	31/8/21
Year 2	61	6-7	1/9/19	31/8/20
Year 3	68	7-8	1/9/18	31/8/19
Year 4	69	8-9	1/9/17	31/8/18
Year 5	70	9-10	1/9/16	31/8/17

Year 6	71	10-11	1/9/15	31/8/16

Numbers on roll as at 30/09/26

Race/ethnicity

Other Pakistani	207	Kashmiri Pakistani	140
Bangladeshi	71	Indian	9
Other Asian	9	Black African	7
White Eastern European	7	Any other Black Background	5
Pakistani	7	Kashmiri other	5
Not specified	5	Any other Asian background	1
Afghan	3	Iraqi	5
White and Asian	3	Any other mixed background	2
Other mixed background	2	White and any other Asian	2
Any other ethnic group	1	White and Pakistani	3
Gypsy/Roma	2	Iranian	1
White British	2	White European	2
Refused	3	Arab	2
Any other Ethnic group	1	Asian and any other Ethnic group	2

Source: numbers on roll as at 30/09/26

Sex

Male	243	Female	261

Source: numbers on roll as at 30/09/26

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

Moderate learning difficulties	10
Profound and multiple difficulties	1
Speech, language and communication	59
Hearing impairment	3
Physical disability	1
Other difficulty/ disability	2

Severe learning difficulties	
Social, emotional and mental health	60
Multi sensory impairment	
Visual impairment	1
Autistic spectrum disorder	16
Other disability	3

Source: numbers on roll as at 30/09/26

Religious belief

Muslim	458
Christian	14
No religion	4

Not specified	5
Hindu	9
Other religion	14

Source: numbers on roll as at 30/09/26

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 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 2023-2024.
- We have updated our Admissions Policy, ensuring that it remains compliant with the DFE School Admissions Code 2021.
- We have revised our Uniform Policy, for implementation in September 2024. We have ensured that our uniform is gender neutral and respectful of the needs of all.
- We have improved access around the school, for example by providing additional ramps.

Continuing features of our work at Coppice Primary Academy:

- We take our responsibilities for Fair Recruitment very seriously. Over time this is resulting in an increasingly diverse workforce, which is also increasingly representative of the local community.
- As part of Focus Trust, we work within a range of employment policies that are intended to support staff, including in relation to protected characteristics. We have worked to increase awareness amongst staff of the support these policies offer such as mental health support, parental leave, adoption leave.
- We fulfil our responsibilities to make reasonable adjustments to support staff with disabilities, enabling them to best fulfil their role. We currently have staff with a range of disabilities. Individual assessments are in place to identify adjustments required. As a result, we have purchased additional equipment for staff. We have also made adjustments to roles; examples include reducing outdoor supervision, additional toilet breaks.
- We also make reasonable adjustments to support pupils with disabilities.
- Pregnant Worker Risk Assessments are always completed for/with pregnant staff. These are reviewed regularly, with appropriate action taken.

Advancing equality of opportunity

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

- We have trained staff in Positive Handling to support children with SEMH difficulties.
- We have reviewed our Relationships Education Policy (March 2024).

Continuing features of our work at Coppice Primary Academy:

- Our Behaviour Policy sets out the general framework that all members of the school community are expected to work within. The aim is for "every member of our academy community to feel valued and respected and to be treated fairly and well".
- There are three simple rules for all to follow: Be Ready, Be Respectful and Be Safe. The policy recognises that "for some children, following our behaviour expectations are beyond their developmental level. It is important children's level of development is carefully considered when responding to behaviour."
- The Behaviour Policy makes clear reference to prejudice-based language and bullying, and that these are considered as "serious misbehaviour" within the policy.
- Our Anti-Bullying Policy includes specific reference to prejudice-based bullying, including in relation to protected characteristics.
- Any incidents of bullying and recorded and monitored based on protected characteristics. This information is shared with governors on a termly basis.
- Incidents of bullying are rare, and are taken very seriously.
- Our biggest issue has been cyber bullying off site/out of hours.
- Our Attendance Policy ensures that both pupils and staff can take authorised leave for recognised religious observance.
- We aim to ensure that all pupils have access to the full curriculum, including clubs, visits and activities.
- To support this, all our after-school clubs and activities finish at 4pm. This is to facilitate attendance by children who attend mosque after school.
- We also provide a range of lunch time activities to extend access to sporting activities.
- We ensure that we sign up for a range of sporting activities such as Boccia and archery which are particularly accessible for children with some disabilities.
- Both boys and girls are well represented in our sporting clubs and in competitions.
- We have monitored participation in our wider curriculum according to protected characteristics, and will be taking further action to develop this.
- We aim to ensure that all children are able to join in all our trips and visits. In order to do so, we aim first of all to minimise any financial barriers, by subsidising these activities through Pupil Premium.
- We maximise attendance and participation for children with disabilities though good forward planning in partnership with parents. This includes

individual risk assessments to ensure safety and maximise participation. As a result, all disabled pupils have been able to take part in these activities, including our residential visit to Robinwood.
- We have monitored which pupils hold positions of responsibility in school, for example as members of School Council. As a result, we are taking action to ensure better representation of children with SEND in these roles.
- We have consulted widely with parents on our Relationships Education Policy. This promoted lots of discussion and some concerns. We have worked hard to reassure parents that all teaching is age appropriate, and we inform parents in advance when potentially sensitive topics are to be covered.
- A small number of children are withdrawn annually from the sessions on puberty taught to Y5 and Y6. Whilst our Relationships Policy does give parents this entitlement, we strongly encourage parents to include their children in these sessions.
- There are currently no children withdrawn from RE or assemblies.

Fostering good relations

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

- We have introduced a Respect Policy (July 2023), which is intended to ensure that all members of the school community treat each other respectfully at all times. This makes specific reference to the protected characteristics. The policy emphasises that bullying or harassment in respect of any protected characteristic will not be tolerated and will be addressed.

Continuing features of our work at Coppice Primary Academy:

- Our Religious Education curriculum is based on the Focus Education, incorporating elements of the agreed syllabus produced by Oldham SACRE. This gives as its principal aim "to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, as well as develop responses of their own."
- We are part of the Oldham Interfaith Forum. A Muslim Imam and a Christian Priest come into school together and deliver shared assemblies.
- The whole school community shares in celebrations of Eid (which is celebrated by the vast majority of our children and families) and other festivals such as Christmas and Diwali.
- Our Relationships Education Policy aims "to give children essential skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships, and the skills to form safe and appropriate relationships both on and offline".
- Relationships Education includes direct teaching about the protected characteristics. It forms one of three strands within our PSHE/Wellbeing curriculum. The other two strands are Health and Wellbeing, and Living in the Wider World.
- Our work to support the understanding and development of British Values is interwoven through school life, in the curriculum and beyond.

- Our weekly Picture News Assemblies provide an opportunity to explore British Values in the context of local, national and international events.
- Our school council leads decisions on charity fundraising across the school, as part of our development of citizenship.
- We participate in community projects linking diverse communities across the Oldham area. As a result we have strong links with a school in Delph, which serves a very different community to Coppice.

Section 4
Equality objectives

Determination of objectives	Approved by the Executive Principal	March 2024 - completed
	Shared with LGB	Summer 1 2024
Review of year 1	Reviewed by the Executive Principal	March 2025
	Shared with LGB	Summer 1 2025
Review of year 2	Reviewed by the Executive Principal	March 2026
	Shared with LGB	Summer 1 2026
Review of year 3	Reviewed by the Executive Principal	March 2027
	Shared with LGB	Summer 1 2027
Summative review (year 4)	Reviewed by the Executive Principal	March 2028
	Shared with LGB	Summer 1 2028

Objective 1	Why is this important at our school?	Success criteria
Further develop our Behaviour Policy to ensure that we are explicit in making reasonable adjustments for disability in responding to challenging behaviour.	• Our Behaviour Policy clearly recognises the need to respond to challenging behaviour in a way that is developmentally appropriate. • This is an important principle, and particularly relevant for some children with disabilities. • However, we also need to ensure that do respond robustly to behaviour that may impact on the rights and safety of others, including in relation to protected characteristics. • We need a clear set of principles within the policy to guide our work in this area. • We also need to support staff with implementation including through training.	• Revised policy includes clear guidance. • Needs of children with SEND are met in a developmentally appropriate way. • Staff are confident and implement effectively. • Behaviour is good, including respect for protected characteristics at all times.
Review/evaluation		
End of year 1 Completed by Date	Policy reviewed and considered in light of guidance on physical restraint. A small number of staff trained in Team Teach level 1 to support positive handling of children in EYFS. Senior leaders and pastoral manager trained to Level 2 Team Teach. Adjustments made for those children with complex behaviour linked to their SEND. Part time timetables used, but sparingly to support this. Advice taken from the SAIL in Focus Trust.	
End of year 2 Completed by Date	Policy revised in 2026 to include guidance on mobile phone / smart technology in schools. Allowance made for medical tracking purposes, e.g. with diabetes.	
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 curriculum challenges stereotypes based on religious (and other) beliefs.	• It is important that we present our children with positive images in relation to all protected characteristics. • As we do not have a great deal of diversity in relation to religious belief, it is possible for our children to develop limiting or negative views about those holding different beliefs through lack of exposure and experience. • The current war in Palestine/Israel has reinforced some negative stereotypes about Jewish people that we need to address.	• Curriculum provides positive images in relation to all protected characteristics, and religious belief in particular. • Staff are skilled and confident in this teaching. • Pupil voice demonstrates the impact of this learning.
Review/evaluation		
End of year 1 Completed by Date	We consider that our work with the Oldham Linking Project, working with a contrasting local primary school is having significant impact in shaping positive attitudes to other faiths and those of other faiths. Children are finding out what they have in common with other children across Odham and are developing friendships. We know that many children and families still feel a strong sense of injustice around the conflict in Gaza / Israel. School supported the DEC appeal for this part of the world, as it had done for other appeals such as Pakistan floods and war in Ukraine.	
End of year 2 Completed by Date	The ongoing political situation and conflict with the US and Iran has not brought to light any tensions or challenges for us in school as yet.	
End of year 3 Completed by Date		
Summative review Completed by Date		