

Public Sector Equality Duty Audit

Bracebridge Infant & Nursery School

Reviewed By: L Wilson

Reviewed: July 2026

*The Priory Federation of Academies Trust (The Trust) will adhere to the requirements of the Equality Act 2010 by not discriminating against all stakeholders with which the organisation may be working with on the grounds of any protected characteristic.
Please refer to the Federation's Public Sector Duty audit for all actions and work relating to staff.*

The Trust's Equality Objectives for 2021-2025 were:

1. To cascade and embed ongoing equality and diversity training across the Trust, using our existing support frameworks to continue to improve understanding and to help eliminate discrimination.
2. To promote and monitor the involvement of all groups of pupils, and specifically those with protected characteristics, in the extra-curricular life of all the academies within the Trust.

The Trust's Equality Objectives for 2026 – 2030 are:

1. To develop a bespoke professional learning programme for staff on equality, diversity and inclusion which enables them to deliver high-quality, specialist training to stakeholders as required.
2. To promote and monitor the involvement of all groups of pupils, and specifically those with protected characteristics, in the extra-curricular life of all the academies within the Trust.

The context in which the Academy works:

Bracebridge Infant and Nursery School (BBI) is a smaller than average sized school (capacity 90) in a densely populated urban part of Lincoln with increasing levels of social deprivation, with 81 children on role as of April 2026. The majority of housing is council or privately rented. The percentage of pupils eligible for Pupil Premium is average at 28% with 18% eligible for EYPP, however, the figure continues to rise. In April 2026 16% of pupils were identified as needing special education support. Of the number of pupils identified as having additional needs, more of these are boys. 41% of children have English as an additional language and are predominantly Eastern European, or more recently Nigerian, many with little prior experience of schooling and often at a very early stage of learning English Language Acquisition on entry. This is significantly above national average. There is minimal overlap between EAL pupils and those in receipt of free school meals.

Pupils enter the academy with skills and knowledge well below those expected – verified in the baseline assessments carried out. The vast majority of our pupils come from Bracebridge and the surrounding areas.

The characteristics protected by the Equality Act are:

1. Age*
2. Disability
3. Gender reassignment
4. Marriage and civil partnership*
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

*These characteristics apply to the Trust as employers, but not in relation to our provision for students.

What do we do in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between individuals who share a protected characteristic and those who do not?

Map to evidence/examples/records kept.

- Report and record all bullying/harassment and victimisation incidents.
- Record data on religious profile of pupils so we are aware of pupil dynamics.
- Will participate in the Trust's safeguarding audits to ensure consistent practice for all pupils.
- Continue training for staff to ensure they can support pupils with online incidents of bullying/harassment and victimisation.
- Sensitive delivery of PSHE to promote understanding of those with protected characteristics (where appropriate according to pupil age).
- Effective delivery of our PSHE and RE curriculum encompassing a range of faiths and equality groups proactively. The academy uses Jigsaw, a nationally recognised scheme for PSHE. Within this scheme, PSHE and RSE are taught within units that progressively deepen pupils understanding of equality groups. RE is delivered from a whole school overview that ensures that the range of world faiths are focussed upon.
- Assemblies to promote understanding of those with protected characteristics, for example, understanding different faiths and cultures through events such as Chinese New Year, Diwali, Christmas, Easter etc.
- The Academy's Accessibility Plan ensures that all pupils can access the site.
- Assessment of pupil needs take place to apply and deliver access arrangements for all testing to enable them to access the academy/curriculum.
- Diverse offer of religious celebrations acknowledged and explored through both the curriculum and assembly schedules. Pupils' religions celebrated – a recent example of this is one of our Key Stage One pupils showing her class and teachers what she has been learning each week at the mosque.
- Visits to places of worship within the local community – predominantly Christian churches and the Bridge Church. As a non-faith academy, the children often have limited experience of places of religious worship. They visit a local church as part of their religious education. This will happen every year in Key Stage One as part of the curriculum. We also make links with the local mosque.
- The academy has embedded British Values and the Academy Values into all aspects of academy life as this encourages a positive and respectful ethos where all are treated equally and given the same responsibilities, these are also the drivers for our curriculum. These are visited weekly during assemblies' and across the curriculum.

What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations?

Map to evidence/records kept.

- Disability groups and SEN pupils/parents receive extra support during transitional stages in their educational life, extra support throughout academic year where needed. For example, regular reviews, offer of external agency support.
- New PSHE curriculum fully implemented (Jigsaw).
- Academy Council and Curriculum Crews allow pupil voice to be heard. Academy Council/pupil voice captured to ensure any changes made reflect the wishes of all pupils.
- Parent view/questionnaires enable the academy to take on board the wishes and feelings of parents/carers and act accordingly.
- This academic year we have introduced 3 x yearly network meetings with our SEN parents, inviting external agencies to support in these.
- SEND questionnaire and discussions with SENCO and SLT seeks the views of pupils and provides the academy with valuable feedback on their wishes/ feelings.

- Academy delivers assemblies and workshops with pupils using external agencies to enhance. An example of this is the use of Lincolnshire County Council supporting online safety workshops for individual year groups or St Barnabas coming to discuss what they do and how we have helped to support their work.
- Visits to local care homes, attendance and pupil participation at annual Bracebridge and Manse Act of Remembrance annually

**How effective are we at eliminating unlawful discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations?
Map to evidence/records kept.**

- At the point of review, the academy has low rates of bullying/discriminatory incidents reported, leading to most pupils behaving well and respecting others.
- PSHE delivered effectively and all pupils engage well with the curriculum delivery. This is quality assured through learning walks, book looks and pupil voice.
- Pupils can talk in depth about protected characteristics and has been acknowledged by external visitors, including the Trusts Equality and Diversity Champion.
- At the point of review the academy has very low suspension rates linked to bullying/ discrimination.
- High level of “in school” support for pupil wellbeing including therapy programmes led by trained staff. For example, a large majority of SEND make progress against their targets.
- Participation in visits/extra-curricular activities is high for all pupils.
- Range of opportunities for all - high levels of participation from all pupils. We have a mix of specific groups of pupils who attend extra-curricular activities.
- Feedback is collected from pupils, parents/carers and staff to ensure that we are aware of their views and respond accordingly. This provides all stakeholders with an opportunity to have their say. Feedback shows that our stakeholders feel listened to and respected.
- Engagement of parents/carers with the new RSHE curriculum to ensure they support the academy’s delivery and help to promote the diverse world we live in.

Next Steps:

- To continue to raise further awareness of the British Values through updated class assemblies, displays and curriculum.
- Ensure that Welcomm assessment is completed on all new EAL children on entrance to school as well as all Nursery and Reception starters to ensure they can make accelerated progress and support their language acquisition needs.