



**Twyford St Mary's C of E Primary School**  
**Equality Information 26-27**  
**(Including Equality Information and Objectives)**

## **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and employees should have the opportunity to unlock their full potential whatever their background, identity and circumstances.

## **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to employees), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to employees). We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **School Context**

The school collects equality information that is used to monitor aspects of our practice including: safeguarding, inclusion and pupil progress information.

## **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

### **1. All pupils, families and employees are of equal value**

We see all pupils, potential pupils, their parents and carers, and employees as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their economic background
- Whether or not English is their first language
- Whether or not they have a connection with HM Forces, have refugee/asylum status or English as an additional language

### **2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that employees, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of employees, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our employees, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our employees, parents, carers and pupils should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **4. We observe good equalities practice in relation to employees**

We ensure that our policies and practices for all employees and potential employees throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled employees).

### **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

### **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for employees, through employee's governor representation. Where necessary, we will consult more widely with specific groups.

#### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

#### **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

#### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

#### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to employees
- Our care, guidance and support to pupils, their families and employees
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to employees and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all employees are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All employees are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

**Approved by Governing Body – Spring 26**

**Date of next review – Spring 27**

## Appendix A: Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved employees, pupils, parents and others in the following ways:

- Questionnaires: pupils, parents, employees
- Involvement of the School Council
- Contact with parents representing pupil with particular protected characteristics (as appropriate)
- We actively encourage our debating club to consider inequality, diversity and to develop pupils' skills in being able to recognise difference and challenge views in a constructive way.

### Pupil Profile:

Protected Characteristic	% of population
Boys	48%
Girls	52%
SEN	18%
Minority Ethnic Groups	8%
EAL	2%
FSM – Ever 6	7%

### Pupil Data:

2024-25	Gender	Disadvantaged	SEND
<b>Attendance</b>	Girls - 96.6% Boys – 96.4%	97.6%	SEND – 94.7%
<b>KS2 Attainment Data</b>	ARE+ Reading Girls – 90% Boys – 92%  ARE+ Writing Girls – 90% Boys – 85%	No Pupils in Cohort	Only 1 pupil – data suppressed

	ARE+ Maths Girls – 90% Boys – 100%		
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## **Appendix B: Action Plan**

This report outlines the work carried out and opportunities provided during this academic year to fulfil our public sector equality duty:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

### **Whole School Initiatives**

- We learned about and raised money for; Children In Need, Royal British Legion Poppy Appeal and Basic Banks this year through reflection and organising special events to promote these.
- A balanced curriculum which celebrates cultural diversity and our heritage, featuring key figures such as: William Shakespeare, Robert Falcon Scott, Ernest Shackleton, Queen Elizabeth II, Desmond Tutu, Martin Luther King Jnr, Charles Darwin, Queen Victoria, Cleopatra, Harriet Tubman and Neil Armstrong; and exploring the religious beliefs of Christianity, Islam, Judaism and Humanism.
- Collective Worships led by religious leaders (Rev. Damon, Jane Roots and Christchurch Schools Team).
- Collective worships planned to deliver a diverse range of role models, cultures and individuals including: Esther, Malala Yousafzai, William Wilberforce, Billie-Jean King, Nelson Mandela, Simon of Cyrene.
- Election week culminating in a democratic vote for pupil leaders.
- Diversity in Relationships Education is explored in Key Stage 2
- Peer mentoring, year 6 buddies and team events allow opportunities for the children to work collaboratively with others from different classes and for the older children to take responsibility for the younger children within the school.
- Intergenerational links through work in our community and welcoming visitors to our school continue to support teaching and learning.

### **Throughout the Academic Year**

- Review of curriculum Intent documents to plan in opportunities for diversity within the taught curriculum.
- English lead focus on purchasing books that include a diverse range of individuals and situations.

### **Race Equality**

- The school maintains active vigilance for any incidents of racism

### **Disability and Accessibility Equality**

- Weekly training meetings are continually held for all staff to better focus the support and awareness given to children needing extra help accessing the curriculum.
- Outside agencies including PBS have been used to help provide tailored behavioural programmes for those children needing extra support to manage their behaviour.
- Sensory Circuit intervention to support those across the school with sensory needs on transition into school both in the morning.

### **Gender Equality**

- This has continued to improve and develop children's communication skills and their ability to work in small groups regardless of gender or age.
- Focus on increase in library books presenting all genders in an equal and positive light.

### **Pregnancy/maternity**

- We have sensitively managed staff both leaving to go on maternity and returning back to work at the end of maternity leave. The rights of staff working during pregnancy are carefully protected as are those of staff covering their leave.

### **Faith Equality**

- Parents have the right to withdraw pupils from any aspects of collective worship and their views are respected.

### **Age Equality**

- Twyford St Mary's is lucky to have a wide range of staff, from those beginning their careers to those with several years of practical application- which we believe brings a balance of experiences and perspectives to our team.
- We welcome volunteers from the community from a range of ages.

### **Community Cohesion**

- The governors have continued to focus on bringing all school policies and procedures up to date.
- Throughout the year, each class sends out a weekly update on the school bell
- The schools website has been developed to ensure a wider range of information is available to families and visitors to the school including information on SMSC and our pupil voice within the school.

Objective	Actions
<p>1. Ensure that children, who are from vulnerable groups match the rates of progress of other groups of children.</p>	<ul style="list-style-type: none"> <li>-The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. SEND reviews, external validation e.g. Parent/community surveys.</li> <li>-Training and developing staff in ASC strategies and wellbeing approach that is trauma informed to ensure that SEND and vulnerable provision is of the highest standard.</li> <li>-Having strong links with external partners e.g. Advisers, Primary Behaviour Support Service, Social Services, Health Service, Speech and Language therapists, and specialist teachers.</li> <li>-Using external advisers to support meetings for those with SEND, including educational psychologists and specialist setting outreach, such as Shepherd's Down.</li> <li>- Through regular protected ELSA and THRIVE sessions taught by specialist staff, children across both key stages have access to pastoral individual support sessions.</li> <li>-Teachers trained in using the SEND planning tools to support adapting the curriculum, resources and techniques to suit a wide range of learners.</li> <li>-Reduction in cognitive load in lessons in terms of environmental load and also resources and models being clear and purposeful.</li> <li>-Support for those requiring structure during break and lunch times through zoned areas, option of indoor, quiet play space, brick club, and additional resources available.</li> <li>-During transitions, teachers are provided with information specific to individual children. Additional transition support is provided for those with SEND on an individual basis.</li> <li>-All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children.</li> <li>-Ensuring displays, examples and resources reflect and celebrate diversity.</li> <li>-The curriculum positively promoting difference.</li> <li>-Individual support plans for children with SEND.</li> <li>-Following SATs guidelines to ensure that children with SEND needs and disabilities have the same opportunities as their peers.</li> </ul>

	-Sensory circuit intervention for pupils identified as requiring sensory support twice daily.
2. There is no gender imbalance between girls' and boys' progress outside of the national picture.	<p>-Phased analysis of available school data – boys and girls.</p> <p>-The curriculum positively promoting role models based on achievements rather than gender.</p> <p>-Teachers taking into account pupil interests when planning lessons.</p> <p>-Newsletters, displays and responsibilities (where possible) equally weighted between boys and girls.</p> <p>-Lessons planned to challenge stereotypes (e.g. SRE week, diverse text choices).</p>
3. Disadvantaged pupils have access and opportunities for a wide range of extra-curricular experiences	<ul style="list-style-type: none"> <li>- After school club funded for PLAC and vulnerable pupils.</li> <li>- Each class to have a minimum minimum of 2 experiences per year. (Can include visitors and external trips)</li> <li>- All pupils to take part in regular events including religious festivals and notable cultural days.</li> <li>- Intra-school competitive events to be offered to all pupils and subsequent events to ensure all children who wanted to compete in sport are able to across the year.</li> <li>- Peripatetic instrument lessons funded for PLAC pupil.</li> <li>- 'Good Vibrations' musical intervention offered to vulnerable pupils.</li> </ul>