



Twiss Green Community Primary School

Equality Information and Objectives

October 2026

Date of Approval:	07/10/26
Signed (Chair of Governing Body):	<i>L. Davis</i>
Signed (Headteacher):	<i>N. Hughes</i>
To be reviewed by:	October 2027

1. Vision and opening statement

Twiss Green Community Primary School is committed to creating an inclusive school community in which every pupil, member of staff, parent, carer and visitor is valued and respected. Our school values of Respect, Resilience and Relationships build a foundation for how we conduct ourselves everyday. We welcome our duties under the Equality Act 2010 and are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between people who share a protected characteristic and people who do not.

We will not discriminate against, harass or victimise any member of the school community because of:

- sex;
- age;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity; and
- marriage and civil partnership.

We aim to promote equality, diversity and respect throughout school life and to eradicate prejudicial incidents involving pupils or staff. We are committed not only to eliminating discrimination but also to increasing understanding and appreciation of diversity.

Twiss Green Community Primary School is a UNICEF UK Bronze: Rights Committed School. As part of our Rights Respecting Schools journey, we place children's rights at the heart of our school ethos, relationships and practice. Our approach is informed by the United Nations Convention on the Rights of the Child (UNCRC), with particular emphasis on dignity, respect, non-discrimination, participation and ensuring that children are able to have their voices heard. This supports our commitment to equality and to creating a school community where every child feels valued, safe, included and able to participate fully.

We also use the No Outsiders programme as part of our work to promote equality, diversity and belonging. Through age-appropriate stories, discussion, assemblies and curriculum activities, pupils are encouraged to understand and celebrate difference, challenge prejudice and recognise that everyone has a place in our school community. The programme

supports our work in meeting the aims of the Equality Act 2010 and preparing pupils for life in a diverse society.

2. Aims

This document sets out the school's overall commitment to equality, diversity, human rights and community cohesion. It informs our policies, procedures and day-to-day practice and aims to ensure that everyone who comes into contact with Twiss Green Community Primary School is valued and respected.

In meeting our Public Sector Equality Duty (PSED), the school has due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

3. Legislation and guidance

The supplied policy states that this document meets the requirements of:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information demonstrating how they are complying with the Public Sector Equality Duty and to publish equality objectives.
- Department for Education guidance: The Equality Act 2010 and schools.

4. Roles and responsibilities

The Governing Board will:

- ensure that the equality information and objectives set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers;

- ensure that published equality information is updated at least annually and that equality objectives are reviewed and updated at least every four years;
- delegate day-to-day responsibility for monitoring achievement of the objectives to the Headteacher;
- ensure progress towards achievement of the objectives is discussed termly;
- ensure governors are familiar with relevant equality legislation and the contents of this document; and
- attend appropriate equality and diversity training.

The Headteacher will:

- promote knowledge and understanding of the equality objectives among staff and pupils;
- monitor success in achieving the objectives and report progress to governors; and
- ensure that equality considerations are embedded in relevant school decision-making and practice.

All staff will:

- have regard to this document and work towards achieving its objectives;
- treat all members of the school community fairly and with dignity and respect;
- challenge discriminatory or prejudicial behaviour; and
- seek appropriate training where further knowledge or understanding is needed.

5. Eliminating discrimination

Twiss Green Community Primary School is committed to complying with the non-discrimination provisions of the Equality Act 2010. Where relevant, school policies will refer to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors should be regularly reminded of their responsibilities under the Equality Act. The supplied policy also identifies equality training as part of staff induction and refresher training.

The school will monitor and evaluate relevant equality and prejudice-related incident data. Where appropriate, information will be considered

by protected characteristic so that patterns, areas for improvement and staff training needs can be identified.

6. Advancing equality of opportunity

The school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people connected to a particular protected characteristic;
- taking steps to meet the particular needs of people who have a particular protected characteristic; and
- encouraging people who have a particular protected characteristic to participate fully in school activities.

In fulfilling this aspect of the duty, the school will:

- analyse relevant data to identify strengths and areas for improvement, implement actions in response and publish appropriate information;
- make evidence available to governors identifying improvements for particular groups, including trends in prejudice-related bullying or incidents; and
- inform the Governing Board about issues associated with particular protected characteristics that may affect pupils or staff.

7. Fostering good relations

The school aims to foster good relations between people who share a protected characteristic and people who do not by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through the curriculum, including appropriate teaching in RE, PSHE and other subjects;
- using assemblies and other whole-school opportunities to address relevant equality, diversity and inclusion issues;
- introducing pupils to literature and other resources representing a range of cultures and experiences;
- working positively with the local community and with parents and carers to promote knowledge and understanding of different cultures;
- encouraging pupils from different year groups and backgrounds to participate in school activities and pupil voice opportunities;

- encouraging and implementing initiatives to address tensions or conflict between groups of pupils; and
- drawing on appropriate specialist knowledge and external support where this helps to inform and develop the school's approach.

8. Dealing with prejudice and celebrating diversity

The school does not tolerate prejudice-related incidents. Whether direct or indirect, discriminatory behaviour is taken seriously. When an incident is reported, appropriate action will be taken and a fair and firm resolution sought in line with the school's relevant policies and procedures.

Pupils are taught to be:

- understanding of others;
- respectful and accepting of difference;
- inclusive in their behaviour towards others;
- aware of what constitutes discriminatory and prejudicial behaviour; and
- encouraged to reach their full potential.

Throughout the year, the school will provide appropriate opportunities to celebrate diversity, for example through:

- activities linked to relevant diversity and awareness days;
- age-appropriate curriculum content exploring equality, diversity and different experiences;
- books, stories and resources that represent a range of cultures, identities and family experiences; and
- appropriate visitors, speakers or community links where these add value to pupils' understanding.

9. Equality and dignity in the workplace

Equality of opportunity and non-discrimination extends to all employees and applicants. The school will not discriminate against staff in relation to age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

Recruitment, selection, employment, disciplinary procedures, internal processes and any redundancy or dismissal arrangements will be conducted fairly and without direct or indirect discrimination.

Reasonable adjustments and appropriate risk assessment arrangements will be considered for staff with disabilities so that workplace barriers and disadvantages can be addressed.

9. Rights Respecting School and No Outsiders

Our commitment to equality is reinforced through our UNICEF UK Bronze: Rights Committed status and our use of the No Outsiders programme.

Our UNICEF UK Bronze: Rights Committed status marks the first stage of our Rights Respecting Schools journey. It reflects our commitment to placing children's rights at the heart of school life and to developing an understanding of the United Nations Convention on the Rights of the Child. This complements our equality duties by promoting dignity, respect, non-discrimination and participation across the school community.

No Outsiders provides a consistent, age-appropriate framework for exploring diversity, equality and belonging. We use stories, lessons and other activities to help pupils talk positively about difference, recognise unfairness and exclusion, develop empathy and understanding, and learn that everyone should be welcomed and treated with respect.

Together, these approaches support a whole-school culture in which pupils understand that rights and responsibilities apply to everyone and that difference is valued rather than used as a reason for exclusion or discrimination. As a Bronze: Rights Committed school, we will continue to develop our practice as we progress on the Rights Respecting Schools journey.

11. Diversity, representation and inclusion

The school will seek to ensure that its curriculum, activities, resources and wider school life are inclusive and accessible. The school will consider whether particular groups may face barriers to participation and will take proportionate steps to remove or minimise those barriers.

The school will encourage pupils, staff and parents/carers to raise concerns and share views about equality, inclusion and discrimination. Feedback and relevant data will be used to inform improvement.

12. Equality considerations in decision-making

The school will have due regard to equality considerations whenever significant decisions are made. When planning activities, trips or changes to school practice, the likely impact on particular groups will be considered.

For example, the school will consider whether an activity or decision:

- cuts across significant religious or cultural observances;
- is accessible to pupils with disabilities;
- provides equitable facilities and opportunities for pupils of all sexes; and
- creates or removes barriers for pupils, staff or families sharing a protected characteristic.

13. Equality objectives

The following objectives are taken from the supplied equality policy and have been retained in substantially the same form, with wording adjusted to refer to Twiss Green Community Primary School.

Objective 1

Have in place a reasonable adjustment/risk assessment agreement, within a week of appointment, for staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Objective 2

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination annually.

Objective 3

Use the appropriate local-authority recruitment procedure and review the disability-positive recruitment wording/mark used in job adverts, application forms and information, with the aim of addressing any under-representation of people with disabilities in the school workforce.

Objective 4

Analyse relevant pupil data termly to check whether pupils with different characteristics are performing as well as other pupils in their class. Where

gaps or concerns are identified, put plans in place to ensure that pupils make appropriate and rapid progress.

14. Monitoring arrangements

- The Headteacher will update the equality information published by the school annually.
- Progress towards the equality objectives will be monitored and reported to the Governing Board.
- The Governing Board will review the objectives at least every four years.
- Relevant equality, inclusion, prejudice-related incident and pupil-performance information will be considered when evaluating progress.
- The Governing Board will approve this document in accordance with the school's governance arrangements.

15. Links with other policies

This document should be read alongside the school's relevant policies and plans, including:

- Accessibility Plan
- Risk Assessments
- Behaviour Policy
- SEND Policy
- Safeguarding Policy
- GDPR and Privacy Notices
- any pupil equality/equity/diversity/inclusion policy in force
- any staff equality/equity/diversity/inclusion policy in force

16. Closing statement

Prejudice and discrimination are not tolerated at Twiss Green Community Primary School. We are committed to a respectful, inclusive environment in which everyone can participate, achieve and feel that they belong.

Rights Respecting School / UNICEF UK resources and the No Outsiders programme materials should be considered alongside this document where applicable.