Twin Oaks Primary School
Equality information and objectives

The school where everyone is valued and all succeed.

Governing Body with Responsibility	**Full Governing Body**
Agreed by Governors on	**9th June 2025**
Reviewed	
Chair's Signature	**Samantha Hoyer**
Staff Member Responsible for Review	**Headteacher**
Date for Review	**2029**

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having 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
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- 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 to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response to findings

Make evidence available identifying improvements for specific groups

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

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

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues.

Working with our local community. This may include inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

8. Equality statement (published on the school website)

We believe that promoting Equality is the whole school's responsibility:

The Equality Act (2010) was introduced to combine the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995. Previously public bodies were bound by these three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010. These are known as protected characteristics and are:

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

Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regards for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

General duty

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- **Eliminate discrimination, harassment, victimisation 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.**
- **Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.**

Specific duty

To help schools and maintained EYFS settings in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- **To publish information to demonstrate how they are complying with the equality duty.**
- **To prepare and publish one or more specific and measurable equality objectives.**

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:
• Publish equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)

• Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

• Attendance
• Attainment
• Exclusions
• Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

• Recognise and respect diversity
• Foster positive attitudes and relationships, and a shared sense of belonging
• Observe good equalities practice, including staff recruitment, retention and development
• Aim to reduce and remove existing inequalities and barriers
• Consult and involve widely
• Strive to ensure that society will benefit

Addressing Prejudice Related Incidents
This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately

9. Our ethos and aims

Twin Oaks Primary School.
The school where everyone is valued and all succeed.

Our values

- **Respect** - allowing yourself and others to do and be the best by showing due regard for others feelings, wishes and rights. Receiving respect from others is important because it helps us to feel safe and to express ourselves.

- **Resilience** - the ability to bounce back from adversity. It is a necessary skill for coping with life's inevitable obstacles and one of the key ingredients to success. Learning to bounce back and to bounce forward.

- **Honesty** - we are truthful in what we say and do. People can rely on us because we have integrity. We respond truthfully when asked about a situation and share important information with trusted adults.

- **Ambition** - a strong desire to achieve the best for ourselves and others. do well and succeed in what we do. By setting our goals high we commit ourselves to constant and never-ending improvement.

We aim for high standards for every child because we believe that every child matters. We will:

- Provide a safe and happy learning environment which is welcoming, supportive and challenging, so that every member of our community enjoys coming to school and is motivated to do their best.
- Provide a rich curriculum that will equip children with the skills, confidence and independence needed in order to secure a lifelong love of learning.
- Develop and nurture talent and aptitude of all kinds and at every level, so that each individual in the school's community feels valued.
- Help children to become responsible citizens who contribute positively to society by ensuring that our values are at the heart of all we do.
- Provide spiritual, moral, social and cultural development and take active steps to combat disadvantage and provide equal opportunities for excellence.
- Continue to develop the learning environment to inspire awe and wonder in our Community
- Encourage active involvement with parents and community to raise achievement.

10. Equality objectives

Objective 1: Over the next four years to increase the representation of male members of staff and staff from ethnic minorities so that the make up of the staff team more closely represents the community it serves.

Why we have chosen this objective: In order to challenge gender and racial stereotypes and to ensure that pupils see themselves as represented in the staff that teach them, there needs to be a more diverse staff team in place.

To achieve this objective we plan to: Continue to work with outside experts to ensure adverts and recruitment practices are not biased and to continue to undertake training as a school to ensure staff are aware of and can challenge their own and others biases.

Objective 2: To tighten our approach to the identification and support of pupils with SEND to ensure there is no discrimination of those children with protected characteristic

Why we have chosen this objective: Current figures show that there is an overrepresentation of children from a white background on the SEND register and there is an overrepresentation of boys with identified SEND.

To achieve this objective we plan to: continue to develop adults' awareness of bias through training and development, focusing on why there is currently an underrepresentation of girls on the SEND register. We will also ensure that the SEND register is regularly monitored and reviewed.

Objective 3: To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to ensure equitable accessibility and the best possible educational outcomes.

Why we have chosen this objective: The school has a higher than average number of children with SEND needs.

To achieve this objective we plan to: Monitor and actively seek opportunities for children with SEND to take part in out of school activities such as sporting fixtures. Teachers will be supported to look for trips and activities outside the school that support the identified needs of the children in their classes. All staff will work with outside agencies and parents and carers to ensure equity of opportunity on trips and visits.

Objective 4 : To close the gap between the attainment of children who are registered as disadvantaged and their peers

Why we have chosen this objective: Historic data continues to show a gap between the attainment of pupils who are disadvantaged and their peers. The effects of the pandemic are also most likely to be felt by those who are already disadvantaged.

To achieve this objective we plan to: think strategically about the use of the pupil premium to ensure that necessary opportunities and interventions are put in place swiftly to close gaps in attainment.

11. Monitoring arrangements

This document will be reviewed by the full governing body at least every 4 years.

This document will be approved by the full governing body.

We will regularly review our objectives in relation to any changes in our school profile.

12. Characteristics of our school population May 2025

Gender

	EYFS	KS1	KS2	Totals	Percentage
Male	21	31	50	102	53%
Female	7	23	62	92	47%

Pupil Premium

	EYFS	KS1	KS2	Totals
Number	14	16	58	88
Percentage	50%	30%	56%	45%

SEND Need

	Numbers	Percent
No SEND need	145	75%
SEN (inc EHCP)	49	25%
EHCP	7	4%

SEND breakdown by ethnicity

Ethnicity	Number of SEN	% of SEN	% of school

Black - African	14	28.6%	25.8%
White - British	12	24.5%	16%
Black Caribbean	5	10.2%	10%
Any Other Mixed Background	4	8.2%	3.1%
Any Other White Background	2	4.1%	3.1%
Pakistani	2	4.1%	2.1%
White and Black African	2	4.1%	4.1%
Bangladeshi	1	2.0%	1.5%
Black and Any Other Ethnic Group	1	2.0%	0.5%
Chinese	1	2.0%	1%
Moroccan	1	2.0%	0.5%
Other Mixed Background	1	2.0%	3.1%
White - English	1	2.0%	0.5%
White and Black Caribbean	1	2.0%	3.6%
White and Indian	1	2.0%	0.5%

SEN Type for Pupils (Primary Need)	Numbers
Social, emotional and mental health	12
Speech, language and communication needs	21
ASD	6
Hearing impairment	1
Moderate learning difficulty	1
Profound and Multiple Learning difficulty	1
Severe Learning difficulty	1
Specific learning difficulty	3
Other	1

ECHP

Ethnicity	Number of pupils	% of EHCP
White - British	3	43%
Any Other White Background	1	14%
Black - African	1	14%
Other Mixed Background	1	14%
White and Indian	1	14%

Sensitive information on pupils

Some information in relation to protected characteristics we regard as sensitive. This includes information about pupils who may have gender issues.

As a primary school we do not collect data on the sexual orientation of our pupils, nor do we collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils. We also recognise that people who are undergoing or who have undergone a process to reassign their gender may experience discrimination or harassment, although it is uncommon for this to apply to a child of primary age.

Looked after children

At Twin Oaks we currently have one looked after child

Ethnicities

Ethnicity	Number of pupils	Percentage of pupils
African	50	25.8%
White - British	31	16.0%
Black Caribbean	20	10.3%
White European	17	8.8%
White and Black African	8	4.1%
White and Black Caribbean	7	3.6%
Any Other Mixed Background	6	3.1%
Any Other White Background	6	3.1%
Any Other Asian Background	5	2.6%
REFU	5	2.6%
Pakistani	4	2.1%
Vietnamese	4	2.1%
Bangladeshi	3	1.5%
Afghan	2	1.0%
Arab Other	2	1.0%
Chinese	2	1.0%
Latin/ South/ Central American	2	1.0%
Other Mixed Background	2	1.0%
White Eastern European	2	1.0%
Albanian	1	0.5%
Any Other Ethnic Group	1	0.5%
Black and Any Other Ethnic Group	1	0.5%
Chinese and Any Other Ethnic Group	1	0.5%
Greek	1	0.5%
Indian	1	0.5%
Moroccan	1	0.5%
Other Asian	1	0.5%
Other Black African	1	0.5%
Other Ethnic Group	1	0.5%
Turkish	1	0.5%
White - English	1	0.5%
White - Irish	1	0.5%
White and Any Other Asian Background	1	0.5%
White and Asian	1	0.5%
White and Indian	1	0.5%

First Languages

Language	Number of pupils	Percentage of pupils
Akan (Twi/Asante OR Twi-Fante)	6	3%
Albanian/Shqip	5	3%
Arabic	5	3%
Arabic (Algeria)	5	3%
Arabic (Any Other)	2	1%
Arabic (Morocco)	1	<1%
Arabic (Sudan)	2	1%
Bengali	2	1%
Begali (Sylheti)	1	<1%
Burmese/Myanma	1	<1%
Caribbean Creole French	1	<1%
Chinese	1	<1%
Chinese (Any Other)	1	<1%
Chinese (Mandarin)	1	<1%

Edo/Bini	**3**	**2%**
English	**75**	**39%**
Farsi/Persian	**2**	**1%**
French	**11**	**6%**
Greek	**3**	**2%**
Gujarati	**2**	**1%**
Hungarian	**1**	**<1%**
Italian	**4**	**2%**
Itsekiri	**1**	**<1%**
Krio	**5**	**3%**
Kurdish	**1**	**<1%**
Ndebele (Zimbawe)	**1**	**<1%**
Pashto/Pakhto	**2**	**1%**
Persian/Farsi	**1**	**<1%**
Polish	**4**	**2%**
Portuguese	**2**	**1%**
Romanian	**5**	**3%**
Russian	**3**	**2%**
Somali	**2**	**1%**
Sotho/Sesotho	**1**	**<1%**
Spanish	**8**	**4%**
Tigrinya	**1**	**<1%**
Turkish	**1**	**<1%**
Ukranian	**3**	**2%**
Urdu	**2**	**1%**
Vietnamese	**5**	**3%**
Visayan/Bisaya	**1**	**<1%**
West African Pidgin English	**1**	**<1%**
Yoruba	**12**	**6%**