



Equality Statement

The Equality Act (2010) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

With the PSED, schools are subject to the need to have due regard to the three elements outlined above.

For schools this means:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

Devonshire's equality statement

At Devonshire Primary School, we believe that all children regardless of their first language, disability, race, gender or socio-economic background should receive equal access to the school's curriculum and opportunities within the school community.

We are committed to ensuring that all members of the school community have opportunities to develop, learn and grow, through the experiences and opportunities that they are provided with. Achievement of all is monitored and this is used to support pupils, raise standards, and ensure inclusive teaching. Through our school vision and values, we promote equality, challenge stereotypes, and create an inclusive community, where everyone is valued. Any discrimination is tackled immediately.

Our [equality policy](#) and [accessibility plan](#) demonstrate actions that we take to ensure that equality for all is promoted and in place.

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our objectives are linked to and support our school development plan and are agreed by the Governing Body each Autumn term.

The objectives for 2023/24 are as follows:

- 1 To increase the attendance of the SEN Support group.
- 2 To raise the attainment of the pupil premium group and close the attainment gap between them and their peers.
- 3 To ensure that provision and allocation of resources promotes good outcomes for pupils with SEND or vulnerable to under achievement.

Our [Equality Action Plan](#) for 2023/4 gives further details about the actions being taken to support these objectives.

Objectives for 2022/23 were:

Objective 1

To ensure that the extra-curricular activities on offer, as far as practically possible provide opportunities for children from all groups.

Review

There was an increased range of extra-curricular activities on offer to the children, especially in the summer term. Analysis shows that the percentage of the SEND, PP and EAL groups on club registers is broadly in line with the percentages of each group within the school as a whole.

Objective 2

To ensure that with our new approach to home learning in Key Stage 2, any potential barriers are identified and addressed – e.g. access to technology or support with home learning activities.

Review

Where necessary, technology has been provided to support home learning. Homework club was extended to include Years 4 – 6. There was a focus on supporting Pupil Premium (PP) children with homework through this club. Consequently, this club had the highest percentage of PP children on its register.

Objective 3

To further develop cultural capital within the curriculum and in all areas of school life, as the curriculum continues to be developed.

Review

Opportunities for cultural capital within the curriculum have been further developed as well as cultural capital opportunities outside of the classroom (e.g. science quizzes linked to famous scientists). This continues to be a focus of our curriculum work.

November 2023