



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 2024/25 were as follows:

Objective 1

To raise the attainment of the pupil premium group and close the attainment gap between them and their peers.

Review

The combined (reading, writing and maths) attainment gap for KS2 disadvantaged (PPG) vs non disadvantaged (non PPG) narrowed from 2024 to 2025

Objective 2

To expand the school's provision to support children's social and emotional needs

Review

A nurture TA and an additional ELSA TA were appointed and trained. This has expanded our pastoral team and therefore increased the capacity within it.

Objective 3

To ensure that provision and allocation of resources promotes good outcomes for pupils with SEND or vulnerable to under achievement.

Review

Effective use was made of resources, including additional adults to ensure good outcomes for children.

Objective 4

To ensure that there is a closer link between the provision in place to support children with EAL, outside of the classroom and the provision in place in the classroom.

Review

EAL TAs began to support children in class as well as in specific intervention groups.

The objectives for 2025/26 are as follows:

Objective 1

To close the attainment gaps for vulnerable groups who share a protected characteristic (e.g., pupils with Special Educational Needs and Disabilities (SEND), those eligible for Free School Meals (FSM)/Pupil Premium, and English as an Additional Language (EAL) pupils).

Objective 2

To further expand the school's provision to support children's social and emotional needs

Objective 3

To ensure that there is a closer link between the provision in place to support children with EAL, outside of the classroom and the provision in place in the classroom.

Our Equality Action Plan 2025 – 26 gives further details about the actions being taken to support these objectives.

November 2025