



Equality statement

Devonshire Primary School is 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 values and ethos, we promote equality, challenge stereotypes and create an inclusive community, where everyone is valued. Any discrimination is tackled immediately.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and good relationships between people. We are committed to working for equality for all members of the school community and meeting our duties under the Equality Act 2010.

Devonshire Primary School is a diverse community; we value and celebrate this and see it as an opportunity to further support children's understanding of the world, recognising and respecting diversity.

In all their work and through all aspects of the school community and its life, everyone will be treated equally.

Introduction

The Equality Act was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The Act requires public organisations, including schools, to comply with the public sector Equality Duty by

- eliminating discrimination, harassment, victimisation and other conduct prohibited by the Equality Act;
- advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- fostering good relations between persons who share a relevant protected characteristic and those who do not share it by tackling prejudice and promoting understanding.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act as having due regard of the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic;
- take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it; and
- encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is proportionately low.

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

- Publish equality information - to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives which are reviewed on an annual basis
- Consult all our stakeholders in the development of our equality objectives; and
- Report on the progress against these objectives on an annual basis.

The Equality Act protects certain aspects of a person's identity and these are defined as 'protected characteristics'. The following are relevant protected characteristics under the Equality Act for the purposes of this duty:

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

This Equality Policy summarises the school's approach to ensuring equality for all. It will ensure that all pupils and members of staff are treated equally and as favourably as others and so that inequalities of outcome which could result from a protected characteristic are eliminated. The SLT and governing body recognises that in order to monitor the successful implementation of this policy, the following outcomes must be monitored and addressed.

Objectives of the Equality Policy

- To ensure that no pupil or other member of the school community is discriminated against on the grounds of any of the protected characteristics;
- To remove all forms of indirect discrimination that may form barriers to learning for some groups of pupils;
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations;
- To ensure that all pupils have access to a rich, broad, balanced and relevant curriculum which enables them to reach their potential, make good progress and achieve. (See the school's Special Educational Needs and Disability Policy and Accessibility Plan);
- To ensure that all pupils have access to the full range of educational opportunities provided by the school. (See the school's Special Educational Needs and Disability Policy and Accessibility Plan);
- To ensure that all pupils, irrespective of any protected characteristic, are able to learn effectively without interference and disruption, are treated respectfully, receive additional help according to their needs, feel safe, secure and happy within the school's setting and reach their potential both academically and personally;
- To recognise and celebrate diversity within the school community whilst promoting community cohesion;
- To ensure that pupils and parents/carers are fully involved in the provision made by the school;
- To ensure that within the school's budget, adequate funding is provided to underpin this Equality Policy and that intervention, positive and preventative action is funded where necessary. This includes the use of the Pupil Premium Grant and ensuring that its impact is measured and monitored;
- To ensure that this Equality Policy is applied by all staff and governors in undertaking their respective roles and that they will constantly monitor, evaluate and review their practice to ensure compliance with this Equality Policy; and
- To ensure that the promotion and support of equality is reflected in school policies and procedures.

Equality is promoted in many ways, including:

- The school's values and ethos; celebrating diversity and promoting respect and good relationships;
- Ensuring that all policies and procedures are applied fairly;
- Tackling any discrimination swiftly and in a way that promotes understanding and educates pupils about equality and the importance of respect; such incidents are reported to the governors each term;
- Ensuring that parents/carers, staff and pupils have the opportunity to contribute to school development, through the annual survey;
- Listening to pupils at all times;
- Providing opportunities for children to represent the school or their class; such opportunities are open to all pupils;
- The school's curriculum which promotes awareness of and respect for diversity;
- The teaching; ensuring it is at least good and enables all children to reach their potential and all children have equality of access to the support needed;
- The tracking of children's progress to ensure that all children are making good progress and providing additional support where necessary;
- Analysing attainment and progress of all groups each term and analysing the end of year results annually. There is a data governor's meeting each term where key messages from this analysis is shared;
- Analysing pupil's attendance, providing support where needed;
- Identifying vulnerable groups and providing additional support as necessary and ensuring that children have access to appropriate provision to meet their needs;
- Seeking additional support for pupils where we feel they need more support than we are able to provide in school;
- The school's celebration of events outside of the curriculum that promote diversity (e.g.Black History Month, London history week, disability awareness day);
- The school's language of the term initiative, raising awareness of the different languages spoken in the school community;
- The range of extra-curricular activities which all pupils have access to;
- Providing support to all families and ensuring that there is equality of access to support;
- Supporting parents with communication, arranging translators where necessary or helping parents to complete forms where language is a barrier;
- Having a wellbeing statement that applies to all staff;
- Providing training for all staff to support them to be able to effectively fulfil their role and develop themselves professionally;
- Welcoming applications, for any vacancies, from different groups;
- Observing good recruitment practices; and
- Fostering good relations with the wider and local community to support pupil's learning and to contribute to the local community.

Use of funds to support equality

- Pupil premium funding is used strategically to ensure that disadvantaged pupils have their needs met and they are supported to reach their potential and the attainment gap between them and their peers is reduced. Please click [here](#) to see our pupil premium strategy.
- Notional SEN funding is used to provide appropriate support to children with special educational needs. Children with significant needs, who have an educational, health care plan, have specific funding to meet their needs.
- Children with disabilities have the relevant adaptations made to meet their needs.
- Interventions meet and support identified academic, social, and emotional or behaviour needs. All provisions are recorded on a provision map and this is reviewed each term and changes made accordingly, following the review;
- Catch up funding is used to address gaps in learning that have occurred due to the Covid pandemic.

Duties

Class teachers and support staff will:

- Ensure that all children are treated equally, fairly and with respect;
- Select classroom materials and provide resources which give positive images and challenge stereotypical images of minority groups, or of boys and girls. All staff will ensure that the language they use does not reinforce stereotypes or prejudice;
- Challenge any incidents of prejudice or racism;
- Ensure that all pupils, regardless of whether they have a protected characteristic, have access to the curriculum at a level appropriate to their needs by using an inclusive approach via curriculum delivery and teaching strategies;
- Promote equality of opportunity through their teaching and through relations with everyone who is part of the Devonshire community;
- Ensure that the teaching and learning takes account of this policy; and
- Seek contributions from parents and carers to enrich teaching, learning and the curriculum.

The Headteacher will:

- Ensure that this Equality Policy is implemented effectively and that all staff are aware of it, and that staff apply the principles set out in this Equality Policy fairly in all situations;
- Promote equality of opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for all staff;
- Promote respect for other people in all aspects of school life;
- Manage all incidents of unfair treatment, including racist incidents, with due seriousness and in line the school's procedures;
- Ensure that all appointment panels give due regard to this Equality Policy, so that no-one is discriminated against on the grounds of a protected characteristic.

The governors will:

- Set out their commitment to equal opportunities through this policy and continue to do all it can to ensure that members of the school community are treated fairly and equally;
- Seek to ensure that individuals with a protected characteristic are not discriminated against when applying for jobs at the school contrary to the Equality Act;
- Welcome all applications to join the school, whatever background a child may come from and irrespective of any protected characteristic. (See the school's Admission Policy);
- Take all reasonable steps to ensure that the school environment properly accommodates people with disabilities;
- Seek to ensure that nobody is discriminated against whilst in the school on account of any protected characteristic.

Monitoring the outcomes of the school's work on equality

- All children's attainment and progress is monitored on a termly basis, regardless of which group they belong to. Within this, the attainment and progress of each group is monitored so that attainment and/or progress gaps can be identified and addressed;
- Any attainment and/or progress gaps are discussed and appropriate provision put into place to support identified needs. This is in addition to differentiation in the classroom;
- During lesson observations and learning walks, equality is monitored;
- Behaviour incidents, including racial incidents, homophobic incidents and exclusions are monitored and a summary reported to governors each term. Records of such incidents are kept;
- Attendance is monitored termly, emerging trends identified and support provided for families, where needed. This is discussed with the link governor on a termly basis;
- The views and experiences of pupils will be considered carefully;
- The views and experiences of parents/carers collected through informal one to one discussions, through questionnaires and formal parent consultations will be considered carefully;
- Any complaints from parents/carers, staff or pupils regarding equal opportunity will be given serious consideration. The school has a Complaints Policy and Procedure.

It is the responsibility of the governing body to monitor the effectiveness of this Equality Policy. The governing body will monitor it using the methods above together with relevant members of the SLT. The Headteacher will provide information reasonably required by the governing body on the effectiveness of this Equality Policy.

Breaches of the policy

Breaches of this policy will be taken very seriously, dealt with swiftly and investigated fully with necessary actions being taken to address the breach, in line with our behaviour policy or staff code of conduct. Breaches will be reported to governors within the Headteacher's termly report to governors.

Review

The policy will be reviewed every 4 years and the equality objectives reported on annually.