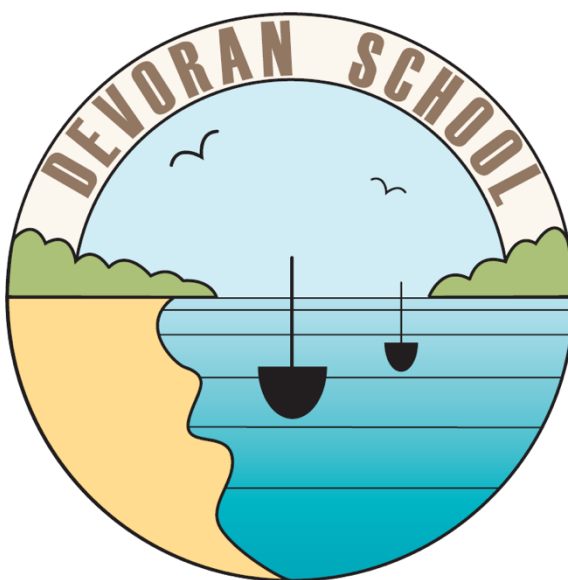


Equality Information and Objectives Policy

Devoran School



Approved by:	Headteacher on behalf of Governing Body	Date: 30 September 2025
Last reviewed and approved in:	October 2024	
Next review due by:	October 2026	

Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making.....	4
8. Equality objectives	4
9. Monitoring arrangements.....	5
10. Links with other policies	5

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 body 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

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and governors oversee this within their strategic role.

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. stakeholders with disabilities, or gay stakeholders 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 above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To improve the attendance of our Pupil Premium children to ensure they have full access to their education and opportunities.

Why we have chosen this objective: Attendance is really important for all our children.

To achieve this objective we plan to: Monitor the attendance of our children half-termly as well as having good communication with our parents as well as targeted support where needed.

September 25 update

PP attendance 2021-22	93%
PP attendance 2022-23	94%
PP attendance 2023-24	93%
PP attendance 2024-25	87%

Objective 2

To promote cultural development and understanding through a rich range of experiences, both in and beyond the school.

Why we have chosen this objective: We want to create opportunities for all our children to experience the world around them and raise their understanding of other cultures as well as gain more understanding of their own identity.

To achieve this objective we plan to: Engage with companies to raise cultural awareness as well as celebrating cultural celebration days and developing 'awareness weeks' for safety, aspirations and sport.

[September 25 update](#)

Examples:

Fundraising for Pearl of Africa

Y6 visit to Bristol Mosque

Developing aspirations through skills builder and careers programme

Ofsted 23 inspection graded us as outstanding for personal development

Rights Respecting School – Silver Accreditation achieved

Objective 3

To provide all our children with opportunities to engage in wider opportunities such as music, after-school clubs.

Why we have chosen this objective: We do not want our children who are deemed to be disadvantaged to miss out on the wider opportunities that are available to them based on their parent's financial status.

To achieve this objective we plan to: Share our Charging and Remissions Policy, Reach out to Parents and also use some of the Pupil Premium Fund to ensure that we are able to offer these opportunities to our children.

[September 2025 update](#)

Additional workshops, e.g. First Access Music

Theatre productions throughout the year

Ofsted – Graded 'Personal Development' as Outstanding. Checks were made on PP and SEN children and their attendance at a wide variety of clubs.

Objective 4

To continue the process of being a "Rights Respecting School" in order to reduce prejudice, increase our understanding of equality and promote our understanding of the Rights of the Child.

Why we have chosen this objective: We feel that it is really important to inform our children of their rights, giving them a voice and empowering them for their future.

To achieve this objective we plan to: Continue on our RRS journey, working towards the UNICEF Gold accreditation over the next 18 months

[September 2025 update](#)

Silver accreditation awarded November 2024

Children took part in the Article 12 RRS conference at New County Hall in June 24

Objective 5

To model and teach learning behaviours that avoid labelling whilst developing the sense of identity.

Why we have chosen this objective: We want to foster an understanding of equity, not equality through our school whilst celebrating differences. We want children to understand their own sense of identity no matter what that may look like.

To achieve this objective we plan to: Use resources such as Zones of Regulation as well as our Trauma Informed Schools practice to help support this understanding.

September 25 update:

Zones of Regulation implemented in all classrooms and highlighted as a strength during the Ofsted Inspection

Increased training for all staff

Power of Language training for all staff

Behaviour Blueprint revisited

9. Monitoring arrangements

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

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

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Local Offer
- SEND Information Report