



Yorke Mead



Yorke Mead Primary School

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1: Vision and Values

Our equality vision and the values that underpin school life

Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

Values

At Yorke Mead children learn and thrive through an enjoyable and exciting curriculum to achieve success together.

At the heart of our school are our 6 core values that underpin everything we strive to achieve together

D-determination

A-ambition

R-resilience

E-enjoyment

T-trust

O-openness

DETERMINATION	
<i>This means simply not giving up. No matter how hard things get, or how badly you want to give up, you just don't stop!</i>	
AMBITION	RESILIENCE
<i>The strong wish and motivation to achieve something; wanting to achieve.</i>	<i>The ability to recover quickly from an upset or change...to be able to spring back and stay well.</i>
ENJOYMENT	
<i>Enjoyment involves taking pleasure in doing something. If we can enjoy things we will take more from them.</i>	
OPENNESS	TRUST
<i>This involves having an accommodating attitude; being willing to try new things and a willingness to be honest about your actions and opinions.</i>	<i>The confidence in the honesty and integrity of those around us whom we know well. This includes behaving in a way that enables others to have trust in us.</i>

In fulfilling our legal obligations we are guided by the following principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice is staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- Society as a whole should benefit
- We base our practices on sound evidence

2: School Context

The characteristics of our school

Yorke Mead School is in the village of Croxley Green, close to Watford and Rickmansworth. The children come from a range of socio economic and cultural backgrounds. Croxley Green has a mixture of private and social housing. The number of pupils entitled to pupil premium support is around 15%. The school deprivation indicator (0.09) is below the national average. Around 31% of children come from a range of minority ethnic backgrounds with any other white background the largest group. 17 % of children speak English as an additional language. 14% of children are on the SEN register. There are slightly more girls than boys in the school.

Yorke Mead is an inclusive school and is recognised in the locality as such. A particular strength of the school is in the understanding of the issues faced by adopted children; consequently the school has a high proportion of post looked after children (LAC). As we enter the 2017-18 academic year Yorke Mead supports 12 post LAC children.

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation or any other conduct prohibited under the Equality Act
- **advance equality of opportunity** between both people who share a characteristic and persons who do not share it.
- **foster good relations** between both people who share a characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age (staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (staff only)

Disability

At Yorke Mead School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils

Community Cohesion

Community Cohesion supports good practice in educating pupils/ students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum

4: Roles and Responsibility and Publish Information

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months, managers and key staff will report to the Headteacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Lucille Pollard, head teacher
Disability equality (including bullying incidents)	Lucille Pollard, head teacher
SEN/LDD (including bullying incidents)	Francesca Elliott, SENDCo
Children Looked After/ Previously looked after	Wendy Seabrook, Deputy Head/INCO
Accessibility	Chairs of governors, resources com.
Gender equality (including bullying incidents)	Lucille Pollard, head teacher
Race equality (including racist incidents)	Lucille Pollard, head teacher
Equality and diversity in curriculum content	Leadership team
Equality and diversity in pupil achievement	Leadership team
Equality and diversity – behaviour and exclusions	Lucille Pollard, head teacher
Participation in all aspects of school life	Leadership team
Impact assessment	Leadership team
Stakeholder consultation	Leadership team and governors
Policy review	Chairs of governors
Communication and publishing	Chairs of governors

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

At Yorke Mead School we will publish information annually ensuring information is accessible to members of the school community and the public who wish to see this.

At Yorke Mead School equality information will be available on the school website.

At Yorke Mead School we will publish copies of our policies and aspects of the curriculum which explore different cultures and promote understanding of different religions.

Commitment to action**Governors will:**

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies ● Highlight good practice and promote it throughout the school and wider community |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Congratulate examples of good practice from the school and among individual managers, staff and pupils ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

Headteacher and the leadership team will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Consult pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | <ul style="list-style-type: none"> ● Ensure the effective communication of the policies to all pupils, staff and stakeholders ● Ensure that managers and staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policy |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Highlight good practice from departments, individual managers, staff and pupils ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively |
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All staff: teaching and non-teaching will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Contribute to consultations and reviews ● Raise issues with the leadership team which could contribute to policy review and development |
| Policy Implementation | <ul style="list-style-type: none"> ● Maintain awareness of the school's current equality policy and procedures ● Implement the policy as it applies to staff and pupils |
| Behaviour | <ul style="list-style-type: none"> ● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> ● Contribute to the implementation of the school's equality scheme |

The school operates equality of opportunity in its day to day practice in the following ways:

- **Teaching and learning**

“We aim to provide all pupils with the opportunity to become responsible, caring and respectful members of the community where they understand and respect the beliefs and feelings of others. ”

- **Admissions and exclusions**

The school follows County Admission Procedures and has adopted the County model policies for exclusion.

- **Equality and staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

5: Engagement – Participation and Involvement

Involving our learners, parents/carers and other stakeholders

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities, ethnicities, religious beliefs and genders.'

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

Disability

- Governors review accessibility every 3 years.
- Data analysis each term looks at the comparative achievement of children on the SEN register

Gender

- Staff interview children about learning on a regular basis. For example interview with more able girls about how they feel about maths.
- Data analysis each term looks at the comparative achievement of boys and girls.

Race

- Data analysis each term looks at the comparative achievement of different groups.

Community cohesion

- We have close links with our Children's Centre to identify vulnerable groups in the community.
- We are building strong links with the elderly in a local care home.

Other

- Our annual scheme update and 3 yearly reviews will contain a report on stakeholder consultation carried out during the period.
- The school council contribute their views through their meetings.
- The governors send a questionnaire to parents every two years.
- Our children are members of the local Parish Council and attend 2 -3 meetings each year.
- As part of the RE curriculum we will endeavour to have visiting speakers to talk to school from the main religious communities.

6: Using Information – Equality Impact Assessments, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strength and those areas requiring action.

Equality Impact Assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each in the spring term.

Performance data

Attainment in KS1 and KS2 is generally above average. Children's progress is mostly good and there is no significant underperformance by any significant group.

Achievement is good. We are monitoring the progress of pupil premium children, and moving forwards we will have specific focus on the more able children in this group; and on the progress of our children who are looked after or have previously been looked after.

7: Our School's Equality Objectives

Key priorities for action

Our equality objective-setting process has involved gathering evidence as follows:

- Termly monitoring of the progress and achievements made by girls and boys
- Termly monitoring of the progress and achievements of Pupil Premium children – both the deprivation element and looked after element.
- Termly monitoring of progress and achievements made by SEN children
- Termly monitoring of progress and achievements made by children with English as an additional language
- Termly monitoring of progress and achievements made by children from different ethnic groups

Equality Objectives

1. Narrow the gap between the achievement of free school meal pupils and non-free school meals
2. Narrow the gap in performance of disabled pupils
3. Anticipate the needs of incoming pupils who arrive with little or no English
4. School staff to have increasing awareness of attachment in children and the impact this has on children's academic and emotional development - esp Children looked after or adopted from care
5. Raise attainment in English for boys and attainment in maths for girls
6. Increase understanding between religious groups and different cultural backgrounds
7. Encourage girls to consider non-stereotyped career options

Achievements to date

Disability

Soundfield system in the KS1 and KS2 classrooms, and in the hall.

Wheelchair access to the both the main building and the new block

Changing table, with adjustable height mechanism installed

Toilets in Nursery classroom with wheelchair access

New building fully compliant with DDA requirements.

Food technology area meets DDA requirements.

Hearing loop in main office

Gender

Data analysis each term to review gender gap.

All curriculum areas promoted for both boys and girls.

All out of school hours activities open to boys and girls.

Boys historically have performed better than the national picture at the end of KS2

Ethnicity

Children and staff share celebrations for all the faith groups in the school.

Data analysis each term to review the progress of different groups.

Staff employed (including peripatetic teachers) reflect many ethnicities in the school

Community cohesion

The school has links with the Parish Council and the district council.

Children from the school were involved in the planning and design of a local play area with the district council.

Staff from local churches contribute to school assemblies.

The school encourages parents to engage with the school through curriculum activities

The school meets the core offer for extended schools (see audit) and plays an active role in hosting and publicising extended school activities.

As a result of additional financial resource allocation a parent support worker is available to support parents 4 days/ week. The school also has close links with the Children's Centre located on the school site.

The school provides work experience placements for children from local secondary schools and local students undertaking PGCE placements.

The school has developed links with Rickmansworth School, which has enriched the music curriculum for some groups of children.

The school plays an active part in the local Sports Partnership.

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background
1. To ensure more able pupil premium children achieve well and reach higher levels of attainment	School improvement plan Target 1	Financially Disadvantaged pupils	More able pupil premium children at end of KS1 do not always make the good progress needed to attain the higher levels at the end of KS2.
2 To further accelerate the progress of PPG who are also SEN children reducing the attainment gap	School improvement target 1	Pupil Premium Children and SEND children combined	PPG children who are also SEN are not making as positive progress as PPG (non SEND) or non PPG. This double barrier to learning needs additional focus to overcome it.
3 Achievements of pupils with SEND	School improvement plan Target 1	Disability	Children with SEN are not making the progress in KS2 that other groups are making in core subjects
4 Increase attainment in literacy for boys and maths in girls	School improvement plan Target 1 & 2	Gender	Boys traditionally do not achieve the highest levels in literacy – especially writing and girls do not always achieve at the highest levels in maths – gender stereotyping needs to be reduced so that children feel they can achieve in all subjects.
5 To ensure school is a positive experience for Adopted children	School Policy	Vulnerable Group	The school has a sizable group of adopted children. These children often face additional emotional needs resulting from early trauma which impacts on their well being and ability to access learning.
6 To support children who demonstrate significant emotional needs	School Policy	Mental Health	The school recognises that some children enter school with significant emotional needs resulting from difficulties such as attachments and

	that impacts on behaviour			other factors. These children need the appropriate support to access their learning safely.
7	To ensure school presents positive images for the achievements of all cultures, religions and ethnic backgrounds		Cultural diversity	Yorke Mead has an increasingly diverse community. In addition the recent world events has produced ethnic and religious tensions. As part of the British Values ethos it is important to display positive images and to continue to build respect for and tolerance of other communities
6	To maintain regular review of the accessibility plan	DDA	Disability	Accessibility plan for new building in place and updates required to meet the changing needs of the YM community as they emerge.
7	Policy review	Statutory	All	Include equality aspects in all policy reviews.
8	Stakeholder consultation	Statutory	Disability Gender Race	Continue with parent questionnaire every 2 years, include questions about diversity.
9	Impact assessment	Statutory	All	Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.
10	Communication and publishing	Statutory	Disability Gender Race	We will ensure communications with the school community are accessible and easy to read, update our website to include more explicit reference to our commitment to equality and diversity, tell the school community about equality plan and make appropriate copies available on the website.

8: Action Plan

Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 To further accelerate the progress of PPG with a key focus on more able PPG	School improvement target 1	More able Pupil Premium Pupil Premium Children and SEND children combined	Those PPG children who are more able often fall behind their peers and do not achieve at the highest levels. These children need additional teacher focus to ensure they attain to the highest levels. Too often the children who need the greatest support work with the least qualified staff. Moving forwards it is essential that PPG children and SEND children spent more time with the teacher during focused groups sessions. PPG/ SEND pupils to work with the teacher daily!	HT INCO and leadership team	July 2018
2 To raise attainment of pupils on FSM who are also SEN and so have a double barrier to learning	School improvement plan Target 1	Financially Disadvantaged pupils	Staff to focus on PPG children daily with the aim to be raising attainment from current 'good' progress to 'very strong' progress. Teachers to focus on individual children and their potential so that EVERY child can achieve to their full potential – this means ensuring more able PPG children remain achievement at the highest level and that good progress made in one year is not lost by average progress the following year. Expected progress of individual PPG children £+ points/ year	HT, INCO and school leadership team	July 2018

3	Achievements of pupils with SEND	School improvement plan Target 1	Disability	<p>Too often the children who need the greatest support work with the least qualified staff. Moving forwards it is essential that SEND children spent more time with the teacher during focused groups sessions.</p> <p>SEND pupils to work with the teacher frequently throughout the week and to have a 'double dipping' of key teaching.</p> <p>Focus on curriculum delivery with age related expectations but support available to enable access to learning</p>	SENDCo Teaching staff	July 2018
4	Increase attainment in literacy for boys and maths in girls	School improvement plan Target 1 & 2	Gender	<p>Work done so far has had a very positive impact on boys across the school – and on girls in Years 5 and 6. However, this work needs to continue as issues remain, in part due to stereotypical attitudes the children bring to school.</p> <p>It is essential the school reflects the positive gender roles for both sides.</p>	HT and leadership team. INCO	July 2018
5	To effectively support the large group of adopted children at Yorke Mead to ensure they have positive school experience	School improvement plan Target 1	Disadvantaged	<p>We recognise that pupils who have been adopted have faced significant trauma in their lives which impacts on their emotional well being and on their education and life chances. At Yorke Mead we adapt policy and curriculum to ensure their needs are effectively met so that school has a positive impact on their lives.</p>	INCO Pastoral TA Adopted children All staff	Ongoing

6	Ensure vulnerable children who have emotional/mental health difficulties are appropriately supported	School policy	Mental Health	We recognise that for many reasons some children have emotional difficulties that impact on their own wellbeing and their ability to access their learning. The school and staff will ensure these children are well supported to reduce the impact on their mental well-being.	Pastoral Team All staff	July 2018
7	To ensure school presents positive images for the achievements of all cultures, religions and ethnic backgrounds	School improvement target 3	Cultural diversity	Establishing positive images of all cultures is essential. This includes positive images of black people who have overcome diversity; of different religions/cultures who	Inco	Ongoing
8	To maintain regular review of the accessibility plan	DDA	Disability	School business manager to maintain the accessibility plan keeping positive eye on the changing needs of the YM community.	School Business Manager	On going
9	Policy review	Statutory	All	Continue to ensure annual review of policy and reporting of impact assessments.	Leadership team	Ongoing

10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	Ensure consultations with all stakeholders include diversity strands. Conduct more detailed questionnaire during parent evening every 2 years	Governors	Ongoing
11	Impact assessment	Statutory	All	Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.	HT and leadership team.	Ongoing
12	Communication and publishing	Statutory	Disability Gender Ethnicity	Ensure communications with the school community are accessible and easy to read, Update our website to include more explicit reference to our commitment to equality and diversity, Tell the school community about equality plan and make appropriate copies. Investigate service for translating documents into other languages	Ht and GB	On going