

School Equality Scheme

2014/15 to 2017/18



Yorke Mead Primary School

Contents

1: Vision and Values	3
2: School Context	4
3: Legal Background	5
4: Roles and Responsibilities	6
5: Stakeholder Consultation	9
6: Impact Assessment	10
7: Our School's Equality Priorities	11
8: Action Plan	14

1: Vision and Values

Our equality vision and the values that underpin school life

We are a school where individual children are valued and their achievements celebrated.

We provide a balanced curriculum so that children develop skills which will lead them to achieve their full potential.

We aim to help our children become caring and respectful members of the community where they understand and respect the beliefs and feelings of others.

We provide a safe environment for the children.

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 in 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 relatively prosperous backgrounds although Croxley Green has a mixture of private and social housing. The number of pupils on free school meals is around 17% (which is a significant rise from 9% in the last scheme 2011). The school deprivation indicator (0.08) is below the national average. Around 25% of children come from a range of minority ethnic backgrounds with any other white background the largest group. (5.4%). 13 % of children speak English as an additional language. 13% of children are on the SEN register, slightly below the national average. There are slightly more girls than boys in the school.

These figures are based on the school's Raiseonline report for November 14.

Detailed statistics on our school community are available to governors, OFSTED inspectors and the local authority.

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 quantitative and qualitative information, 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 furthers 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)	Wendy Seabrook, Deputy head
Children Looked After/ Previously looked after	Lucille Pollard Head teacher
Accessibility	Chair 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	Chair of governors
Communication and publishing	Chair 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:**

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| 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 ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies |
| Policy Implementation | |
| Behaviour | <ul style="list-style-type: none"> ● Highlight good practice and promote it throughout the school and wider community ● 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 |
| Public Sector Duties | <ul style="list-style-type: none"> ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents ● 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:

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| 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 | |
| Behaviour | <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 ● 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:

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| 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 | |
| Behaviour | <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 ● 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 interviews 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 in the spring term.

Performance data

Attainment in KS1 and KS2 is 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, especially the more able children in this group; and 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 disorders and the impact this has on pupils especially Children looked after or adopted from care
5. raise attainment in English for boys
6. increase understanding between religious groups
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.

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 reflect most 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 (behaviour for learning – autumn 14, grammar – autumn 14, grandparents afternoon - spring 13)

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

A parent support worker is available to support parents. 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.

Community governors include a local minister and a member of staff from TRDC Leisure department.

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background
1. To ensure staff have good understanding of attachment and the impact on children	School improvement target 3	Children looked after/ previously looked after	Looked after children are relatively new to YM. Attachment awareness is key to their successful education and strategies to ensure they feel safe at school
2 To raise attainment of pupils on FSM and close in school gap.	School improvement plan Target 3	Disadvantaged pupils	Although attainment of FSM pupils is above national traditionally these pupils do not attain as well as non FSM
3 To ensure more able pupil premium children achieve well and reach higher levels of attainment	School improvement plan Target 3	Disadvantaged pupils	More able pupil premium children at end of KS1 do not always make good progress needed to attain the higher levels at the end of KS2.
4 Achievements of pupils with SEND	School improvement plan Target 3	Disability	Children with SEN – school action not achieving as well as other groups in past year
5 Increase attainment in literacy for boys	School improvement plan Target 2 & 3	All	Boys traditionally do not achieve the highest levels in literacy – especially writing
6 To ensure school sufficiently meets the needs of children who arrive with little or no English	School improvement target 3	Cultural diversity/ EAL	Increasing numbers of pupils with EAL are in school and more recently families where there is little or no English. School must have a robust welcome system
7 To establish links with the wider community - globally	Ethos	Community cohesion	The school has strong links with the local community and now needs to establish links with the wider global links.
8 To review the	DDA	Disability	New plan required with new building

accessibility plan				now in place
9	Policy review	Statutory	All	Include equality aspects in all policy reviews.
10	Stakeholder consultation	Statutory	Disability Gender Race	Continue with parent questionnaire every 2 years, include questions about diversity.
11	Impact assessment	Statutory	All	Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.
12	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 ensure staff have good understanding of attachment and the impact on children	SDP target	Gender	Staff training on impact of attachment disorders DHT to be trained in Penn Resilience programme Establish school as attachment aware school Develop nurture group programme to support pupils struggling in school	HT and leadership team	July 2016
2/3 To raise attainment of pupils on FSM and close in school gap To ensure more able pupil premium children achieve well and reach higher levels of attainment	SDP target	Economically disadvantaged	See School Improvement plan	INCO and school leadership team	July 2016
3 Extend curriculum visits to include places of worship	Ethos	Community cohesion	PPA teachers who teach much of RE curriculum to be directed to organise at least one visit/ year group	Teaching staff	July 2015

4	Achievements of pupils with SEND for all	Achievement for all	Disability	Establish high quality first teaching for all so that the vast majority of pupils attain age related expectations under the new curriculum	SEN Co	July 2016
5	To increase attainment in literacy for boys	SDP target	Gender	See SDP Boy friendly topics. Strong curriculum with active learning strategies – explicit focus on developing good quality writing skills	HT and leadership team.	July 2016
6	To ensure school sufficiently meets the needs of children who arrive with little or no English	SDP target	EAL	Clear policy and programme of support for pupils who arrive with little or no English Establish school “welcome” pack	Inco	July 2015
7	To establish links with the wider community - globally	Ethos	Cultural	Establish links with school in India Establish link with school in France	Geography Lead French teacher	July 2016
8	To review and rewrite the accessibility plan	DDA	Disability	Establish new accessibility plan to incorporate new building	School Business Manager Resources committee	July 2015

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 evenings	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