

# School Equality Scheme

September 2023 - 2026



**Yorke Mead Primary School**

# Contents

1: Vision and Values	3
2: School Context	5
3: Legal Background	6
4: Roles and Responsibilities	9
5: Stakeholder Consultation	13
6: Impact Assessment	144
7: Our School's Equality Priorities	15

# 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

<b>DETERMINATION</b>	
<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>	
<b>AMBITION</b>	<b>RESILIENCE</b>
<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>
<b>ENJOYMENT</b>	
<i>Enjoyment involves taking pleasure in doing something. If we can enjoy things we will take more from them.</i>	
<b>OPENNESS</b>	<b>TRUST</b>
<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:

- We acknowledge and welcome diversity amongst pupils, staff, parents or carers and visitors.
- We aim to create an environment where everyone feels welcomed.
- We do not discriminate against anyone, staff or pupils, on the grounds of their sex, race, age, colour, religion or belief, nationality, ethnic, national origins, disability, physical or mental abilities, sexual orientation, gender reassignment, pregnancy or maternity.
- We promote and actively encourage the principles of fairness and justice for all through the education that is provided in our School, and seek to reduce and remove inequalities and barriers that may already exist. We value the protective characteristics and seek to ensure all children and staff do the same.
- We ensure that all students have equal access to the full range of educational opportunities provided.
- We are opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. We seek to encourage our community to understand the difference between being non-racist and being anti-racist.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provides opportunities for everyone to fulfil their potential.

We will make reasonable adjustments, when required to, in order to:

- increase access to the curriculum;
- improve access to the school building; and
- improve the delivery of information
- positively promote the achievements of all cultures.

## 2: School Context

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### The characteristics of our school

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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 11%. The school deprivation indicator (0.08) is below the national average. Around 30% of children come from a range of minority ethnic backgrounds with any other mixed background the largest group. 15 % of children speak English as an additional language. 16% of children are on the SEN register. The numbers of boys is slightly greater than the number of girls- this is more so in some year groups than others .

Yorke Mead is an inclusive school and is recognised in the locality as such. This means we have a much larger than expected number of children supported by an education health care plan (EHCP). A particular strength of the school is in the understanding of the issues faced by adopted children; consequently, the school has supported a high proportion of post looked after children (LAC). As we enter the 2023-24 academic year Yorke Mead supports 6 post LAC children.

## 3: Legal Background

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### The duties that underpin our scheme

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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

#### **Gender equality**

The general duty to promote gender equality means that the School must show due regard to:

- promoting equality of opportunity between girls and boys and men and women
- eliminating unlawful discrimination and harassment

The duty also includes the need to consider actions to address the causes of any gender pay gap. This has been achieved through unified conditions and pay for school teachers.

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to those people who do not feel comfortable with their birth gender. Much of the work around this is covered in the school Relationship Education, Sex and Relationships and Health Education policy. We respect the confidentiality of those who are exploring their gender identity and seeking gender reassignment and will provide a supportive environment within the school community. Policies are written to be as gender neutral as possible e.g. uniform policy and we will ensure appropriate support and adaptations are made as necessary.

### **Community cohesion**

We recognise our responsibility to promote community cohesion and to develop good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. 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.

### **Dealing with protected characteristic incidents**

Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all, combating ignorance which can lead to prejudice and stereotyping. We challenge all stereotyping and prejudice when it occurs. – be this racism, sexism, homophobic comments or comments linked to disability, religious beliefs or background. We recognise that not all incidents are intentionally upsetting and can be the result of lack of understanding or repeating things heard. However, a lack of intention does not stop the impact of the comment on an individual or group of individuals, and at Yorke Mead we understand that we must challenge views in order to bring about positive change.

By recording all incidents, we are not labelling children as racist, sexist etc. The records are held centrally, and we are able to closely monitor any patterns or trends that may be emerging, take preventative action, provide further educational responses and measure the impact of our work.

All incidents involving a protected characteristic are directly reported to the senior leadership team in a written format and this report is logged by the senior leaders. An investigation is held, and if there is a proved outcome, this will be directly reported on the school CPOMS system under the appropriate category. Where there is no proven outcome, the report will be logged as a concern on the system to support the monitoring of any further issues. Parents of all involved will be informed so that we can work together to address any issues.

Reports are made to the Governing body, as well as discussed at the Senior Leadership Team level in order to plan the appropriate action required.

Following any incident, we would respond in line with our behaviour and anti-bullying policies ensuring the perpetrator reflects on their actions, and makes things right with the victim. The victim may also need additional support to manage their feelings as a result of the incident. The perpetrator may need additional support to ensure they fully understand the impact of their actions, and why these are not appropriate.

All members of the school must ensure that pupils do not receive less favourable treatment because of a protected characteristic and to do this, the School has a duty to make reasonable adjustments.

In completing our work, as outlined in our equality scheme and action plan, we hope to support the development of children who feel secure and valued in the world and who share a mutual respect and understanding of their peers and members of their community and the wider world.

Our work can be divided into the following strands:

1. Teaching, learning and the curriculum – with emphasis across the curriculum on the 'promotion of common values and valuing diversity', promotion and awareness of the rights of all people and the responsibility to uphold and defend them through responsible actions.

2. Equity and excellence – equality for all to succeed and high expectations of all groups, with the clear purpose of removing barriers to access and eliminating variations in outcomes for different groups.
3. Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different communities – locally and more widely.

At Yorke Mead we understand that we are educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We recognise this as a positive and valued experience and understand that it is our duty to eliminate unlawful discrimination and to promote equality of opportunity and good relations between people of different groups.



## 4: Roles and Responsibility and Publish Information

**Commitment to implementation:Commitment to action: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 (including bullying incidents)	Lucille Pollard, head teacher
Disability equality (including bullying incidents)	Francesca Elliott, SENDCo/assistant head
SEN/LDD (including bullying incidents)	Francesca Elliott, SENDCo/assistant head
Children Looked After/ Previously looked after	Hannah Carter, assistant head
Pupil Premium/ Free School Meals (including bullying incidents)	Hannah Carter, assistant head
Accessibility	Simone Gavin, Governors resources com.
Gender equality (including bullying incidents)	Wendy Seabrook, deputy head teacher
Race equality (including racist incidents)	Jamini Arora, assistant head teacher
Mental Health and Wellbeing	Lucille Pollard, head teacher/ mental health lead Francesca Elliott assis head/mental health lead
Equality and diversity in curriculum content	Senior Leadership Team
Equality and diversity in pupil achievement	Senior Leadership Team
Equality and diversity – behaviour and exclusions	Lucille Pollard, head teacher
Participation in all aspects of school life	Senior Leadership Team
Impact assessment	Senior 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 • Provide leadership and drive for the development and regular review of the school’s equality and other policies
- Policy Implementation • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.
- Behaviour • Highlight good practice and promote it throughout the school and wider community
- Behaviour • Provide appropriate role models for all managers, staff and pupils
- Behaviour • Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Behaviour • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties • 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 • Initiate and oversee the development and regular review of equality policies and procedures
- Policy Development • Consult pupils, staff and stakeholders in the development and review of the policies
- Policy Implementation • Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Policy Implementation • Ensure that managers and staff are trained as necessary to carry out the policies
- Policy Implementation • Oversee the effective implementation of the policy
- Behaviour • Provide appropriate role models for all managers, staff and pupils
- Behaviour • Highlight good practice from departments, individual managers, staff and pupils
- Behaviour • Provide mechanisms for the sharing of good practice
- Behaviour • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties • Ensure that the school carries out its statutory duties effectively

**All staff: teaching and non-teaching will:**

- Policy Development • Contribute to consultations and reviews
- Policy Development • Raise issues with the leadership team which could contribute to policy review and development
- Policy Implementation • Maintain awareness of the school’s current equality policy and procedures
- Policy Implementation • Implement the policy as it applies to staff and pupils
- Behaviour • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school’s equality scheme
- Behaviour • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties • 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

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### Involving our learners, parents/carers and other stakeholders

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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 community to understand the needs of our families
- 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

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Evaluating the impact in terms of the outcomes

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### Equality Impact Assessment (EQIA)

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). EQIA helps 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 to help us understand about our work to support activities such as anti-bullying etc.
- 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 at time of writing or as part of the process of review 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 at the end of KS2 is generally above average. Children's progress well and there is no significant underperformance by any significant group, although we recognise that the attainment of children eligible for PPG who are also SEND, and therefore have a double barrier, is an area of focus for the school.

Achievement is good. We are monitoring the progress of pupil premium children, and we continue to have a specific focus on ensuring these children attain as highly as possible and achieve at least the expected standard in core learning. We also continue to have a focus on the progress of our children who are looked after or have previously been looked after.

## 7: Our School's Equality Objectives

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### Key priorities for action

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

- Termly monitoring of views through pupil, staff and parent voice
- 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
- Gathering pupil and parent voice on the impact of our work

### Equality Objectives

1. Ensure children eligible for FSM and PPG develop a positive attitude towards school, attend regularly and attain well.
2. School staff to be confident applying their increased awareness of the impact of trauma and attachment in children and the impact this has on children's academic and emotional development - especially children looked after or adopted from care. This is pertinent in supporting the pupils' development of positive mental well-being.
3. Embed the work around the curriculum so that the celebration of black history and the history of other cultures, alongside the achievements of people with additional learning needs, including physical needs and neurodiversity, continues to develop and becomes a natural focus for staff, ensuring positive images and role models are presented for all pupils to aspire to.
4. Increase understanding between religious groups and different cultural backgrounds to support the British Values of mutual respect and tolerance.
5. Narrow the gap in performance of disabled pupils and pupils with SEND.
6. Anticipate the needs of incoming pupils who arrive with little or no English enabling them to feel safe and settled quickly.
7. Support pupils' career aspiration for the future by providing positive role models and exciting opportunities to find out more; focus specifically to support the improved attainment for boys reading and girls in maths and science.

### Achievements to date

#### Disability

Sound field system in all the KS1 and KS2 classrooms, and in the hall

Wheelchair access to throughout the school

Changing table, with adjustable height mechanism installed

Toilets in Nursery classroom and new building 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 – we are conscious we have not been successful attracting a black staff member and have no black staff member currently.

An annual 'Diversity' day is held to celebrate our school community in the context of the wider world.

### 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

Members of the 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

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

### Areas the school has identified as priority areas – and why:

Priority	Category	Diversity strand	Background
1. Ensure children eligible for FSM and PPG develop a positive attitude towards school, attend regularly and attain well.	SDP priorities: No child left behind and vocabulary for life and learning	Financially disadvantaged pupils	Too many children eligible for PPG present with additional learning needs. Some of this may result from their start in life and the less developed language skills and vocabulary they enter school with. Attainment of PPG remains mixed. Those PPG children who are purely PPG currently make stronger progress than non PPG peers; those with identified additional SEND needs are not progressing so strongly. The aim is therefore to close gaps in learning, with particular focus on vocabulary, phonics and reading quickly.
2. School staff to be confident applying their increased awareness of the impact of trauma and attachment in children and the impact this has on children's academic and emotional development - especially children looked after or adopted from care. This is pertinent in supporting the pupils' development of positive mental well-being.	School Policy	Mental Health	We are aware that the extended impact of COVID 19 means a greatly increased proportion of the school community (staff, parents and children) have experienced, and continue to experience, trauma at differing levels and anxiety can be high for these people. The impact of austerity following the economic crisis of the past year also impacts wellbeing. We are seeing increased mental health concerns in girls and some emotionally based school avoidance developing in the upper years. The school also recognises that some children enter school with significant emotional needs resulting from



			difficulties such as unidentified learning needs, attachments and other factors. These children need the appropriate support to access their learning safely. This is particularly key in early years and through Key Stage One, or for children who join YM during KS2.
3. Embed the work around the curriculum so that the celebration of black history and the history of other cultures, alongside the achievements of people with additional learning needs, including physical needs and neurodiversity, continues to develop and becomes a natural focus for staff, ensuring positive images and role models are presented for all pupils to aspire to.	SDP priority: The school in the community and No child left behind  School Policy: British Values	Cultural Diversity  SEND	Recent work across the school, as part of the Great Representation Programme, has seen significant development of the curriculum so that the achievements of members of black community and other cultures is more thoroughly recognised and celebrated. This gives a far more balanced view of the achievements of all groups of people. Work also has developed to celebrate the achievement of those neurodiverse brains. Staff have embraced this work. As we develop further and focus on other areas, it is essential that this work does not get diluted and that seeking to include more positive role models and examples of the achievements of all groups of people becomes part of normal practise.
4. Increase understanding between religious groups and different cultural backgrounds to support the British Values of mutual respect and tolerance.	School Policy: British Values	Cultural Diversity	We live in a multicultural world and Yorke Mead is a multicultural school in a shire county that is predominately white. To help our pupils develop into well rounded citizens, we need them to understand and respect the religious beliefs and cultural backgrounds of not just those with whom they share school with, but also those within the wider community. Education is the key to this.
5. Narrow the gap in performance of disabled pupils and pupils with SEND.	SDP priority: No child left behind	Disability	Some children with SEN are not making the progress in KS2 that other groups are making in core subjects – these children need more access to the teacher so that their learning and gaps are fully assessed, and next step planning can be securely delivered.
6. Anticipate the needs of incoming pupils who arrive with little or no English enabling them to feel safe and settled quickly.	School Policy/ SDP: Vocabulary for life and learning and No child left behind	Vulnerable Group: EAL	More recently the school has seen an increased number of pupils arriving in the school with little or no English. In addition, some pupils arrive with functional English that needs further development to enable them to successfully access the full curriculum and meet the expected standards. Focus on this area will support these children to feel safe and secure, and to go on to achieve to their full learning potential.
7. Support pupils' career aspiration for the future by providing positive role models and exciting opportunities to find out more; focus specifically to support the improved attainment for boys reading and girls in maths and science.	School Policy: School Values	Gender Disability	Whilst there has been positive increase in the attainment of boys by the end of Key Stage 2, we still see greater gaps in KS1 and early years in the literacy skills of boys. Conversely, the ambition of some girls can be more limited by the end of Key Stage 2. We also have significant numbers of pupils with SEND who benefit from understanding their learning need does not have to be a barrier. The aim of this work will be to continue to inspire all pupils to consider a broad range of careers, looking beyond the stereotype, and embracing the power of self belief and ambition.

YORKE MEAD PRIMARY SCHOOL  
EQUALITY SCHEME

8	Maintain a positive and proactive approach to making all aspects of school accessible to all.	DDA	Disability	Accessibility plan for new building in place and updates required to meet the changing needs of the YM community as they emerge.
9	Policy review	Statutory	All	Include equality impact reflection and consideration in all policy reviews.
10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	Continue with parent questionnaire every 2 years. Establish a working group of parents around each key priority area to ensure we are working with parents and meeting the needs of the group fully
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.