



# 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*

<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 ensure that all students have equal access to the full range of educational opportunities provided by the School.
- 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

## 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 10%. The school deprivation indicator (0.08) is below the national average. Around 33% of children come from a range of minority ethnic backgrounds with any other mixed background the largest group. 16 % of children speak English as an additional language. 14% of children are on the SEN register. The numbers of boys and girls is almost equal.

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 a high proportion of post looked after children (LAC). As we enter the 2020-21 academic year Yorke Mead supports 11 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 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 we 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

### 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
SEN/LDD (including bullying incidents)	Francesca Elliott, SENDCo
Children Looked After/ Previously looked after	Emma Vettese, Assistant Head
Pupil Premium/ Free School Meals (including bullying incidents)	Emma Vettese, Assistant Head
Accessibility	Chairs of governors, resources com.
Gender equality (including bullying incidents)	Wendy Seabrook, deputy head teacher
Race equality (including racist incidents)	Wendy Seabrook, deputy head teacher
Mental Health and Wellbeing	Lucille Pollard, head teacher/ 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
- 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 • 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
- 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
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policy
- Behaviour • 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 • Ensure that the school carries out its statutory duties effectively

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

- Policy Development • Contribute to consultations and reviews
- 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
- 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
- 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 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

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Evaluating the impact in terms of the outcomes

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### **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

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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. Improve the educational provision around black history and the history of other cultures, ensuring positive images and role models are presented for all pupils to aspire to
2. Increase understanding between religious groups and different cultural backgrounds
3. Ensure children eligible for FSM quickly close the gaps in learning that have arisen due to COVID 19 and keep up narrowing the gap between the achievement of free school meal pupils and non-free school meals
4. School staff to be able to apply 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 will be pertinent following the COVID 19 experience and pupils learning to live with the virus in society.
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
7. Continue to support the raised attainment in English for boys and attainment in maths for girls
8. Encourage girls to consider non-stereotyped career options

## Achievements to date

### Disability

Soundfield 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.

### 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

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. To ensure the school presents positive role models and images of achievements of all cultures, religions and ethnic groups, including a focus on Black Lives Matter agenda within all areas of the curriculum.	SDP priority	Cultural Diversity	The incidents of 2020 and the increased awareness around the 'black lives matter' agenda has resulted in the school evaluating this work beyond the data and looking more deeply at the implicit as well as explicit messages we are giving children through the resources in school, the focus of our work. Our aim is to be more proactive than reactive in the work we do around this target.
2. To support all members of the school community children who demonstrate significant emotional needs that impacts on their behaviours and ability to manage their time in school	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. Key focus needs to be placed on supporting well-being as we return to school and operate under the 'new normal' life with covid. 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. To ensure Pupils with FSM and PPG make accelerated progress through continual formative assessment for	SDP priority	Financially disadvantaged pupils	This group of children have in previous year achieved at a broad and mixed level. There is concern that the white, FSM children have low aspiration and we struggle to get the engagement of their parents. Whilst good

	learning and individualised approaches to learning.			relationships have been achieved – the next step to their full engagement in learning. Prior to Covid 19 we were able to see improved attendance at school for this group, but once CV19 hit and schools closed maintaining engagement proved extremely challenging. We need to get this back on track and allow the positive steps achieved to develop further now.
4.	To ensure progress of pupils with FSM and PPG, who have additional barriers to learning which maybe SEND, disruptive home lives, multiple settings and other social issues, including EAL, make similar progress to peers.		Financially disadvantaged + all other strands	It is important that we are fully aware of all the barriers our children are facing as we may overcome one barrier only leaving the child facing a huge alternative barrier. Many of our PPG children have multiple barriers and these children need to be a priority for focus particularly given the impact of Covid 19 on their recent experiences.
5.	To ensure all pupils with SEND make good progress and have access to the Teacher frequently – particularly those children working significantly below age related expectations		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.	To ensure school is a positive experience for all children including children with a variety of family experiences and makeup.	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. Some children in school have parents who are part of the LGBT community and these children need to feel represented in the school community.
7.	To continue to focus on individual cohorts to ensure boys make similar progress to girls in writing, and girls make similar progress to boys in maths.		Gender	The school has placed significant focus on this in previous years and we have reached a point where any differences are cohort/class based rather than generic. This work must not be lost and should continue as part of the pupil progress procedures we currently have in place.
8	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.
9	Policy review	Statutory	All	Include equality aspects 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 plane and make appropriate copies available on the website.



## 8: Action Plan

### Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Tasks	Responsibility	Review date
1 To ensure the school presents positive role models and images of achievements of all cultures, religions and ethnic groups, including a focus on Black Lives Matter agenda within all areas of the curriculum.	SDP	Ethnicity	<ul style="list-style-type: none"> <li>Curriculum review by all subject leaders to ensure the content reflects the achievements / experiences of black and other cultures.</li> <li>Audit of books and school resources to ensure all members of the community are represented – classroom audit of displays etc.</li> <li>Planned school calendar to ensure all key events across communities are marked</li> <li>Assembly focus reviewed to ensure all communities are represented and celebrated</li> <li>Establish a parent group to ensure the work we are doing meets the needs of the whole community with a particular focus on the black community in the first instance.</li> </ul>	Subject leaders overseen by DHT	Dec 2020

### Review/impact assessment notes

2	To support all members of the school community children who demonstrate significant emotional needs that impacts on their behaviours and ability to manage their time in school	SDP	Mental Health	<ul style="list-style-type: none"> <li>• Ensure all staff trained on the impact of trauma and how COVID 19 is part of this.</li> <li>• Staff supported to manage the ever changing COVID 19 picture and to manage their own emotional responses.</li> <li>• Review pastoral interventions to ensure appropriate support.</li> <li>• Work closely with Pastoral team to ensure new staff appointed are well inducted</li> <li>• Focus interventions on younger children to support positive start</li> <li>• 1:1 staff carefully inducted to new children and supported in process of supporting these children – SENDCO</li> <li>• Monthly review of children in need of support to include teachers and pastoral team</li> </ul>	HT/Mental Health Lead  Pastoral Team  SENDCo	Termly review
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**Review/impact assessment notes**

3/4	To ensure Pupils with FSM and PPG make accelerated progress through continual formative assessment for learning and individualised	SDP	Financial disadvantage	<ul style="list-style-type: none"> <li>• All teachers to have considered the children in their class and the barriers to learning they face.</li> <li>• All teachers trained in developing effective formative assessment strategies – these to be priority of lesson study and observations</li> <li>• Teacher led Catch up 1:1 / small group sessions to replace after school clubs during first term focused on PPG/FSM children</li> <li>• Ensure access to wide and varied curriculum and monitor interventions to prevent these reducing access.</li> <li>• Curriculum focus on engaging activities and cultural capital to enhance the experiences of all groups especially those financially deprived</li> </ul>	Deputy head teacher	Dec 2020
	To ensure progress of pupils with FSM and PPG, who have additional barriers to learning which maybe SEND, disruptive home lives, multiple settings and other social issues, including EAL, make similar progress to peers.					

**Review/impact assessment notes**

5	To ensure all pupils with SEND make good progress and have access to the Teacher frequently – particularly those children working significantly below age related expectations	SDP	SEND	<ul style="list-style-type: none"> <li>• Ensure access to wide and varied curriculum and monitor interventions to prevent these reducing access.</li> <li>• Targeted support and effective differentiation of learning</li> <li>• Small step target planning with key</li> </ul>	SENDCo	Half-Termly  Full review April 2021
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**Review/impact assessment notes**

6	To ensure school is a positive experience for all children including children with a variety of family experiences and makeup.	SDP	All	<ul style="list-style-type: none"> <li>• Ensure access to resources that reflect the experiences of the whole community.</li> <li>• Ensure training supports staff to manage and be able to discuss confidently a range of personal experiences and situations</li> <li>• Regular pupil voice opportunities to be built into the monitoring schedule</li> <li>• Engage parents to ensure we are meeting the needs of specific groups effectively and to encourage joint working</li> </ul>	DHT PSHE lead Pastoral Team	On going
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**Review/impact assessment notes**

7	To continue to focus on individual cohorts to ensure boys make similar progress to girls in writing, and girls make similar progress to boys in maths.	SDP	Gender	<ul style="list-style-type: none"> <li>• Track and monitor the attainment and progress of boys and girls as part of the pupil progress reviews</li> <li>• Plan targeted positive interventions to address any arising issues for cohorts or groups</li> </ul>	Senior Leaders	Termly
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**Review/impact assessment notes**

8	To maintain regular review of the accessibility plan	DDA	Disability	<ul style="list-style-type: none"> <li>School business manager to maintain the accessibility plan keeping positive eye on the changing needs of the YM community.</li> </ul>	School Business Manager	On going
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**Review/impact assessment notes**

9	Policy review	Statutory	All	<ul style="list-style-type: none"> <li>Continue to ensure annual review of policy and reporting of impact assessments.</li> </ul>	Leadership team	Ongoing
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**Review/impact assessment notes**

10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	<ul style="list-style-type: none"> <li>Ensure consultations with all stakeholders include diversity strands.</li> <li>Conduct more detailed questionnaire during parent evening every 2 years</li> </ul>	Governors	Ongoing
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**Review/impact assessment notes**

11	Impact assessment	Statutory	All	<ul style="list-style-type: none"> <li>Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.</li> </ul>	HT and leadership team.	Ongoing
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**Review/impact assessment notes**

12	Communication and publishing	Statutory	Disability Gender Ethnicity	<ul style="list-style-type: none"> <li>• Ensure communications with the school community are accessible and easy to read,</li> <li>• Update our website to include more explicit reference to our commitment to equality and diversity,</li> <li>• Tell the school community about equality plan and make appropriate copies.</li> <li>• Investigate service for translating documents into other languages</li> </ul>	HT and GB	On going
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**Review/impact assessment notes**