School Equality Scheme

September 2023 - 2026

Yorke Mead Primary School

Updated September 2025

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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

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

Values

At Yorke Mead children learn and thrive through an enjoyable and exciting curriculum to achieve success together.
At the heart of our school are our 6 core values that underpin everything we strive to achieve together:

D determination
A ambition
R resilience
E enjoyment

T trust
O openness

DETERMINATION *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!*	
AMBITION *The strong wish and motivation to achieve something; wanting to achieve.*	***RESILIENCE*** *The ability to recover quickly from an upset or change…to be able to spring back and stay well.*
ENJOYMENT *Enjoyment involves taking pleasure in doing something. If we can enjoy things we will take more from them.*	
OPENNESS *This involves having an accommodating attitude; being willing to try new things and a willingness to be honest about your actions and opinions.*	***TRUST*** *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.*

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**

The characteristics of our school

Yorke Mead School is in the village of Croxley Green, close to Watford and Rickmansworth. The children come from a range of socio economic and cultural backgrounds. Croxley Green has a mixture of private and social housing. The number of pupils entitled to pupil premium support is around 14%. Around 35% of children come from a range of minority ethnic backgrounds with any other mixed background the largest group. 13% of children speak English as an additional language. 19% of children are on the SEN register. There are slightly more boys than girls, with some classes being very weighted towards boys.

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 2025-26 academic year Yorke Mead supports 5 post LAC children.

3: Legal Background

The duties that underpin our scheme

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

Our General Duty under the Equality Act 2010
The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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

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

The specific duties require schools to:

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

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

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

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

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

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/deputy head
SEN/LDD (including bullying incidents)	Francesca Elliott, SENDCo/deputy head
Children Looked After/ Previously looked after	Hannah Carter, deputy head
Pupil Premium/ Free School Meals (including bullying incidents)	Hannah Carter, deputy head
Accessibility	Simone Gavin, Governors resources com.
Gender equality (including bullying incidents)	Lucille Pollard, 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 deputy 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. • Highlight good practice and promote it throughout the school and wider community
Behaviour	• 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

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	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

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.
- Neurodiversity weeks and days throughout the year are celebrated with all children.
- Neurodiverse visitors have delivered assemblies and workshops for children in different classes.
- 'Neurodiversios' group has been established, children come together once a month to discuss profiles, their feelings and how we can best support each other in school.

Gender

- Staff interview children about learning on a regular basis. For example, interview with more able girls about how they feel about maths.
- SLT regularly come together to discuss how to support particular groups such as 'quiet girls' in order to raise self-esteem and attainment.
- 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.
- Senior Leaders have taken part in the Great Representation programme and developed staff training as a result of this.
- A PEER Champion group has been started. Children from yr 3-6 fill in an application if they are interested in the role. The group meet once a month and have a role in developing race equality at Yorke Mead.
- The parent PEER group has been meeting at least once a term to discuss race equality at Yorke Mead.
- A meeting is held with a link governer to discuss measures which have been put in place.
- Diversity day is an annual celebration of racial / cultural identity.
- Black History Month is celebrated every October with a daily ppt/ activity/ discussion- the focus being on Black British people.
- A world stories assemblies is delivered once a month to broaden children's perspectives

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.
- We take part in local events to support our community and religious groups such as the remembrance parade with other local schools, singing carols at the library,
- We promote local Healthy Hubs to families who we consider to be disadvantaged.

Other

- Our annual scheme update and 3 yearly reviews will contain a report on stakeholder consultation carried out during the period.
- The school council provides our children with a voice, contributing their views through their meetings and feeding back to SLT.
- The governors send a questionnaire to parents every two years.
- Our children are members of the local schools forum and attend 2 meetings each year.
- As part of the RE curriculum we will endeavour to visit religious places of worship and have visiting speakers to talk to school from the main religious communities.
- Annually, we invite parents and carers who work in STEM to share their pathways and careers with our children
- We make links with local developments such as housing developments and HS2 to inspire the children, making them aware of the possibilities that lie ahead.

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

Evaluating the impact in terms of the outcomes

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 progress well and there is no significant underperformance by any significant group, although we recognise that the attainment of children who are eligible for Pupil Premium Funding who are also SEND, and therefore have a double barrier, is an area of focus for the school. Children from a BME background progress well and their achievement is good by the end of KS2.

Achievement is strong. 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.

We strive to close the gap between the attainment of our disadvantaged children, including those who are post-looked after, and our non-disadvantaged children by supporting our children as individuals, identifying their needs, challenges to learning and how we can support them to succeed. We want our children to make and maintain positive progress – catch up and keep up. Pupils from disadvantaged backgrounds leave our school with aspirations that are similar to, or above their peers.

7: Our School's Equality Objectives

Key priorities for action

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.
Subject leaders have developed the curriculum to include opportunities to recognise and celebrate significant ethnically diverse people.
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 form 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 Pupil Premium funding develop a positive attitude towards school, building trust between home and school so that pupils attend regularly and attain well.	SDP priorities: No child left behind and vocabulary for life and learning	Financially disadvantaged pupils	Many children eligible for Pupil Premium funding have multiple challenges to learning. 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. Our focus is closing the gap between children in receipt of Pupil Premium funding and their non-PP peers. From internal data, we recognise that children who have multiple challenges to learning in addition to being PPG are our focus along with developing trust between home and school to improve attendance and punctuality. We endeavour to close gaps in learning, with particular focus on Reading, Writing and Maths.
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	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.

	pupils' development of positive mental well-being.			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. The team approach is being developed to ensure staff's strengths are played to for maximum benefit to the children.
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.
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 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	Key Responsibility	Review date

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	• Further develop the work of the PPG lead on PPG champions • To build trust and engagement between school and parents of disadvantaged children • To raise self-esteem, confidence, emotional and academic development for girls who are in receipt of Pupil Premium Funding. • To ensure that children, who are considered as disadvantaged, make accelerated progress and maintain positive progress in Reading, Writing and Maths, closing the gap between them and their non-PPG peers. • To improve and widen the vocabulary of children in the EYFS and across the school who are in receipt of Pupil Premium • Have a holistic approach to learning that ensures that PPG children have broad and wide opportunities across the curriculum developing their cultural capital. • Carefully track the attainment and progress of all PPG children as individuals as well as a group. • Place specific focus on establishing a love of reading for PPG children and ensure these children have access to good quality books they can call their own. • Place specific focus on ensuring that vocabulary is a key focus for all – develop vocabulary at all tiers and ensure pupils understand the vocabulary needed beyond the 'technical'. • For disadvantaged pupils who do not have a SEND need to reach age-related expectations or above in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	Deputy Head Hannah Carter	Termly

Review/impact assessment notes

Review July 2024

There continues to be a gap between the overall attendance of PPG children compared to non PPG children. Too many children continue to have attendance below 90% and these are a key focus this year. Pupil Premium children continue to make better progress than non PPG children and positive progress can be seen in all areas. Attainment is still an area of focus. Year 6 Data – one PPG pupil was not entered for the SATs – this pupil has an EHCP. Of the 3 additional PPG pupils in Year 6 that entered 100% achieved the EXS standard in reading. This was a key area of focus to endeavour to ensure that the pupils enter KS3 equipped well in reading. In writing 2/3 attained the EXS whilst only 1/3 achieved the standard in GPS and maths.

Next Steps

The school has identified that moving forward a key focus needs to be on PPG girls who need support to develop their aspirations.

Review July 2025

Whilst the gap remains between the attendance of PPG children to no PPG it has closed further by almost 2% and the number of children with an attendance level below 90% has reduced. The progress of pupil premium children continues to be stronger than non PPG in reading and writing; whilst it has improved in maths it is not yet as strong as it is in the other subjects. There has been a focus on PP girls and the impact shows that in general their progress is stronger than the progress of the PP boys. Of the 8 Year 6 pupils eligible for pupil premium 75% attained the EXS in reading compared to 50% in maths; this reflects the previous findings around progress in maths.

Next Steps

The school has identified that moving forward the school needs to maintain a strong focus on the PP pupils progress and attainment, with a key focus on progress and attainment in maths.

Review July 2026

Whilst the work we have done has ensured that we know each of the PPG pupils well as individuals and have been able to encourage their engagement in wider school opportunities and support them to engage in school visits, widening their cultural capital and experiences, the overall impact on their academic achievement has not been as strong as we would like and a persistent gap remains. Of the 6 pupils in Y6 eligible for PP 50% achieved the expected standard in reading, SPAG and maths and 33% in writing.
Attendance has improved since 2024 and maintained last year. This remains a priority area. Of the 38 pupils with attendance below 90% , 14 are eligible for PP. Amongst these is one pupil who is appearing in a major TV series; one very high needs pupil awaiting specialist provision who mum struggles to get to attend and two children with significant social care needs that impact attendance. Removing these from the data sees the average percentage of PP children increase to 93.2% (from 92%) and reflects progress. However, attendance of PP and other vulnerable pupils remains a key priority.

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	• Revisit and reinforce training on the impact of trauma, attachment and adverse childhood experiences. • Extend the mental health support available by ensuring newly appointed mental health support staff and pastoral staff are trained in appropriate interventions • Revisit the My World and Me programme to support all support staff in delivering this • Focus interventions on younger children to support positive start • Pastoral team to be more readily available to support across the school rather than being relied upon for the most challenging children.	HT/Mental Health Lead: Lucille Pollard Mental Health Lead/SENDCo: Fran Elliott Assistant SEND Co: Eleanor Buckman Pastoral Team Mental Health Support Team	Termly review

Review/impact assessment notes

Review July 2024

All teachers and most support staff have revisited the training for the attachment awareness. The outstanding staff will have this training in Sept 24. Pastoral staff were able to be more widely focused last year; unfortunately, high needs did take one mental health staff member away from KS2 but clear plans have put her back into her role in September.

Next steps:

Moving forward it is about keeping this work on the agenda and ensuring staff understand the changing needs of the pupils. This work will begin in early years where it is noted that PSED needs a much greater focus for the next academic year. Complete the trauma training for staff who missed it last academic year.

Review July 2025

Work to support staff understanding of the pupils well-being and emotional needs has continued and training has been revisited around this, with a key focus on understanding the needs of the most vulnerable children. This has included external work to support staff in the early years to understand the behaviours that develop from significant neglect and the impact this has on the attachment needs of individuals. All staff have placed focus on ensuring the most vulnerable pupils have a positive start to their day and are greeted on entry alongside all staff taking all opportunities to talk with them.

Next Steps

The school is now focusing on developing staff knowledge of behaviour expectations to support well-being. Work around mental well-being will continue and there is further training planned to support understanding of SEMH focused SEND needs.

Review July 2026

Staff are confident applying the principles of trauma informed practise but leaders recognise that due to maternity leaves, staff changes and increasing staff to respond to the growth in additional needs that there is a need to complete the extensive training completed previously with staff again. As a result the MHL is attending the Attachment and Trauma Train the Trainer session to ensure knowledge is as up to date as possible. This will then be rolled out to all staff.
Leaders are also investigating the potential of repeating the My World and Me training run by Nessie.

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	• Maintain a healthy focus on curriculum development and role models so that staff begin to naturally reflect on the choices of material in the curriculum. • Provide considered stimuli for P4C sessions that will help staff develop their knowledge and experiences and support this work. • Continue to purchase new texts that will support the role models available to children and ensure all children are able to see themselves reflected in the curriculum. • Reflect with a critical eye on the resources we use – be open to discussions to support a wider perspective. • Use PEER champions for continuous pupil voice in this area.	Assistant Head: Jamini Arora Assistant Head/SEND Co-ordinators: Fran Elliott and Eleanor Buckman	July 2024

Review/impact assessment notes

Review July 2024

The school has completed three cycles of work where specific focus is given to celebrating the cultural identity of all people and understanding ourselves and others better. Many new texts have now been introduced to classrooms and school library to help the pupils see themselves in the stories they read, and the curriculum has been developed so that where there are opportunities to celebrate the achievements of black people in history.

Next Steps

Continue to support the teachers in maintaining the focus on resources used and to develop this work so that focus is natural and considered.

Review July 2025

This work continues – this year we revisited the first year of the cycle and the engagement of parents was exceptional. The school has been able to connect closely with a parent who is a senior leader in a London school; this will be a positive connection moving forward for us to continue to explore and hopefully black history month can be developed further through this. During the summer break there has been a rise in behaviours in the community (including comments made by parents connected with YM) that are concerning around the far left – whilst we do not yet know if this will impact in school, we can anticipate that some pupils may have heard inappropriate discussions and staff need to be prepared for being able to manage this.

Next Steps

Staff to be briefed on the importance of being vigil around any potentially difficult discussions and behaviours
The school to try to bring positive black role models into school to support children's knowledge and understanding

Review July 2026

The work around establishing positive practise around Black History month and the inclusion of positive black role models in the curriculum has proved very successful. This success is echoed in terms of the work around neurodiversity, although this is less established across the curriculum at present. Resources have been purchased and are included in the general resources. Whilst this is positive, leaders are aware that the number of books needs to be both increased and regularly updated so that these remain relevant to the pupils in school.

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	• Ensure the wider curriculum and hidden curriculum effectively supports the understanding of all religious groups and cultures. • Show all major religious festivals/ days on the school calendar • Embrace the work around the new Herts Agreed Syllabus for RE ensuring all staff are confident in the delivery. • Celebrate all the major religious festivals in assembly and enhance the experience by inviting in visitors who can give first-hand experience. • Establish a key focus on British Values and use P4C sessions to positively encourage these and challenge and reflect on opinions that do not embrace these.	Assistant Head: Jamini Arora RE Lead: Tazmin Kalyan	Termly

Review/impact assessment notes

Review July 2024

Black history month is now well established and an increasing number of significant figures that are studied across the curriculum represent the diversity of the community. The Herts Agreed Syllabus has been updated and the new syllabus is being taught. Work continues with this to ensure it is well resourced across the year groups. There has been an improved focus on British Values supported by the permanent display in the hall that can be referred to in school assemblies.

The cycle of identity work and celebration of the cultural background of pupils at YM is now complete and three distinct days have been developed to share and enjoy the traditions and cultures of the school community.

Next Steps

Reflect on the RE questions to ensure these best support the RE curriculum and show appropriate progression.

Review July 2025

See notes in the section above.

Next Steps

Staff to be briefed on the importance of being vigil around any potentially difficult discussions and behaviours

The school to try to bring positive black role models into school to support children's knowledge and understanding

The school has

Review July 2026

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5	Narrow the gap in performance of disabled pupils and pupils with SEND.	SDP priority: No child left behind	Disability	• Staff to identify vulnerable children early on, particularly in pupil progress meetings. • Further develop work around the celebration and understand of neurodiverse thinkers and learners. • Children to be given a voice via champion and neurodiverse groups. • All vulnerable children to be acknowledged when they arrive to school with additional check ins. • Adults to listen to vulnerable children read throughout the week and write in their reading diary • Enhance the learning experience of SEND children through teams of staff rather than specific 1:1 staff.	Assistant Head/SEND Co-ordinators: Fran Elliott and Eleanor Buckman	On going

Review/impact assessment notes

Review July 2024

In the last academic year, we celebrated many Neurodiversity weeks and months including Autism acceptance months and dyslexia awareness week. Neurodiverse children shared poems and PowerPoints about themselves to celebrate their strengths and differences. We also invited Neurodiverse parents in, to speak to our children about how they overcame any challenges they faced. Our Neurodiverse pupils have continued to meet as the Neurodiversios to help support the awareness and development of provision.

Moving to a team approach has allowed all staff to support our Neurodiverse children to enable them to form a larger amount of relationships, this included a personal welcome every morning and additional check ins throughout the day.

Where Neurodiverse children are working behind aged-related in their reading, they are prioritised to be listened to read. We have also purchased books that are catered for our Neurodiverse learners as well as those representing all children, these were often shared in Book Teaser assemblies.

There is a Neurodiverse board as you enter the school to highlight the strength in this area.

Next Steps

To continue to develop our team approach, ensuring staff work across both classes and support for our most vulnerable is consistent and plays to staffs strengths.

Review July 2025

The work around supporting pupils with SEND and non SEND pupils understanding continues to develop and this year we included a number of ex pupils who came back to share their experiences at secondary school. The 'Neurodiversios' had greater involvement with Neurodiveristy week, sharing their experiences with the youngest pupils in both classrooms and the hall.

Work began in exploring vulnerable pupil discussions (which included SEND vulnerabilities) but this work is in the infancy and needs further development. This will be a focus for next year.

There is a greater acceptance of the TEAM approach and whilst a few individuals need supporting to work on this it is more widely accepted and agreed. A positive start to the day for our vulnerable pupils can look different for individual needs; some coming through the office, others having a soft start in a quiet space in the classroom, social stories and emotional check ins first thing in the morning is provision used with our vulnerable pupils across the school.

Next Steps

Further develop the work around vulnerable pupil discussions ensuring this is consistently delivered and also that the TEAM approach is embedded.

Review July 2026

Pupils have a broad experience that supports understanding their understanding of different cultural backgrounds and the principles of British Values. Whilst this work is successful and pupils are able to successfully express the principle of mutual respect, we are aware of the current climate in the UK and the growth of extremism. We are also aware that there are

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	• From onset ensure classroom staff have learnt to greet child in first language. • Purchase at least 3 books in the home language if possible. • Ensure pupil has appropriate support at break times.If possible find an older peer in school who speaks the home language to support this • Establish pictorial resources of basic language needs e.g toilet, lunch, pencil, book etc. • Complete initial assessment of language stage within 2 weeks of joining school. • Liaise regularly with EAL lead to ensure appropriate plan of action in place. • Monitor progress carefully through pupil progress discussions	Assistant Head: Jamini Arora	On going as required

Review July 2024:

This area of the plan has not received universal focus – it has been actioned for individuals across the school. The process is appropriate but staff remain reliant on key professionals to guide the process.

Next steps :

Ensure staff are fully aware of the planned actions for pupils new to English and well equipped to support pupils in a more sustained way without relying on the key individuals to guide them increasing SEND needs in the school which means that there are pupils with more significant neurodiverse needs. These two factors make continuing this work all the more significant as we move forward.

Review July 2025

The school has purchased resources to support pupils joining the school with no English. This has been used as children have joined us but more work will be important to ensure there is a consistent approach with the resources and the teaching team beyond teachers are aware of the extent of the resources.

Next Steps

Staff to ensure that pupils who are EAL are tracked carefully on the pupil progress notes and any pupil not working at ARE to be included in work to ensure that their vocabulary is sufficiently developed to support their learning.

Review July 2026

Pupils have a broad experience that supports understanding their understanding of different cultural backgrounds and the principles of British Values. Whilst this work is successful and pupils are able to successfully express the principle of mutual respect, we are aware of the current climate in the UK and the growth of extremism. We are also aware that there are increasing SEND needs in the school which means that there are pupils with more significant neurodiverse needs. These two factors make continuing this work all the more significant as we move forward.

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.	DDA	Disability	• Ensure curriculum developments positively encourage boys reading in the earliest years and girls ambition in the latter years. • Ensure all opportunities to promote positive role models for both genders are taken. • Maintain the effective work started as part of science week to promote women in science. • To invite parents and carers who work in STEM into school to share their pathways and careers with our children • To make links in the community, visiting places of interest and local developments - with a focus of STEM - to raise aspirations. • Ensure the curriculum positively reflects all genders and avoids stereotyping. • Carefully monitor the attainment of both genders and look for gender gaps with a key focus on early years and end of KS1 to aim to address issues early.	Deputy Head Teacher: Wendy Seabrook	On going

Review/impact assessment notes

Review July 2024:

Work has continued in this through the science week focus when parents come in to share their roles has grown year on year. This has been a great inspiration and we have been able to share a broad range of opportunities including a scientist who placed a weather station at the north pole! At each stage we have been able to find female role models.

In terms of progress this year we saw boys making stronger progress than girls in key stage one – though it should be noted that there are more boys than girls in the cohort, whereas in key stage two progress of girls is slightly head of the boys. The same is seen in attainment, though the gap is small.

Next steps:

We continue to focus on the attainment of the girls. Work in the younger years is having a positive impact on boys, moving forward the focus needs to be on encouraging girls to have greater aspiration and expectation. This is also part of the PPG strategy

Review July 2025

This work has continued and the engagement of parents to support this remains positive with some excellent work around engaging pupils understanding of scientific and technological jobs. Pupils have engaged positively with this and have enjoyed the opportunities they have experienced

Next Steps

Staff to continue developing and focusing on this work. A school visit from Oracle Red Bull Racing STEM X who will provide a race day experience for our Y5 cohort in the autumn term along with a visit to a grand prix site in Oxford has already been planned for the Y6 pupils to engage mechanics further.

Review July 2026

SEND pupils have a significant voice in terms of sharing what supports them in school through the neurodiversio group; these pupils are able to receive support for themselves as well provide useful reflections to support other pupils. Staff are acutely focused on supporting the SEN pupils and this is evidenced by not just the Year 6 outcomes – which show that where pupils did not achieve the EXS, scores were very close to 100. Reading has the first priority due to the importance this has in terms of accessing other areas of the curriculum. This work will be ongoing until the gap is as small as possible, with recognition that for some pupils successful attainment may not mean the achievement of the expected standard at this stage, but rather ensuring they are well prepared for the next stage of their life.

8	Maintain a positive and proactive approach to making all aspects of school accessible to all.	School Policy: School Values	Gender Disability	• School business manager to maintain the accessibility plan keeping positive eye on the changing needs of the YM community. • Senior Leaders to reflect termly on accessibility of teaching, learning and opportunities to all children and staff	School Business Manager: Simone Gavin Senior Leadership Team	On going

Review/impact assessment notes

Review July 2024

The leadership team are conscious to ensure that all aspects of school are accessible to all pupils and appropriate adaptations are implemented

Next Steps

Maintain the positive approach towards ensuring school is accessible to all

Review July 2025

This year we began teaching the children some simple sign language/ Makaton to support engagement with those pre-verbal pupils in school. This worked well initially but the impetus was lost as the year progressed. Re-establishing this and developing it further will be the focus next year.

Next Steps

Staff to re-establish and further develop use of Makaton/ BSL in their classrooms

Review July 2026

The purchase and implementation of the Race to English programme has meant staff are supported in their work to help new to English pupils secure their early English skills as quickly as possible. This is supported by the use of widget in the school too. The focus is on the key vocabulary to feel safe and secure in the early stages of their time in school. The EAL lead is now monitoring the progress of pupils through the stages of this work. In addition, where possible, pupils are supported by adults who have the ability to talk to them or work with them in a language they can recognise and relate to.

9	Policy review	Statutory	All	• Continue to ensure annual review of policy and reporting of impact assessments.	Leadership team	Ongoing

Review/impact assessment notes

Review July 2024

Whilst policies are always developed with the needs of all members of the community in mind, there is no written impact assessment.

Next Steps

Governors to reflect on the impact assessment process.

Review July 2025

As above

Next Steps

As above

Review July 2026

Overall, the attainment of boys and girls continues to reflect the biases seen previously. Girls are making stronger progress in reading and boys are making stronger progress in maths. This is reflected in the attainment outcomes across the school. Boys also continue to be more likely to achieve at the highest standard (it is noteworthy that the school has a higher percentage of boys to girls). The work around this has seen a increase in boys attainment and enjoyment in reading. The next step is to achieve stronger attainment in maths for girls.

10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	• Ensure consultations with all stakeholders include diversity strands. • Conduct more detailed questionnaire during parent evening every 2 years	Governors	Ongoing

Review/impact assessment notes

Review July 2024

The parent questionnaire was not completed in 23/24 as the Ofsted questionnaire was used. This will be a focus for the 24/25 academic year

Next Steps

Review July 2025

With Ofsted visiting again this year there was no further questionnaire. This will now be the focus for 25/26 year

Next Steps

Governors to complete questionnaire

Review July 2026

Governors continue to consult with parents on an annual basis; in addition we have now established a leader to take responsibility for parental engagement, who is now engaging positively with parents to seek their views and encourage their engagement. There remains an annual survey of pupils to gather their viewpoints and additionally we have enhanced the opportunity for gathering pupil voice by the engagement of a leader with a focus on this.

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

Review/impact assessment notes

Review July 2024

Whilst policies are always developed with the needs of all members of the community in mind, there is no written impact assessment.

Next Steps

Governors to reflect on the impact assessment process.

Review July 2025

As above .

Next Steps

As above

Review July 2026

All requirements are met, and governors are encouraged to ensure they are appropriately challenging and supporting.

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

Review/impact assessment notes

Review July 2024

The website has been updated and the equality statement is now available on the website. The school community are aware of the work of the PEER group and their actions/work is communicated termly, with opportunities for parents to join.

Sending more documents to parents electronically eases the opportunity for parents to access translation services using the internet.

Review July 2025

The website continues to be developed to provide more information to parents. This has included adding a section linked to personal development and life skills this year.

Next Steps

Staff to continue to reflect on the website and to develop this as needed

Review July 2026

All the focused areas have been achieved other than the investigation for translation of documents; this is an area that has not been addressed. More work needs to happen so that we can explore how many parents are missing out on information as a result of this, which should be the next step. All other aspects should continue.