

Equality Policy



Title:	Equality Policy
Document Reference:	S-12
Issue Date:	October 2024
Next Review Date:	October 2025
Issue:	02

DOCUMENT AUTHORITY

Prepared by:	Elizabeth Cox	Deputy Head Teacher
Approved by:	<i>Lo A Bantock</i>	Chair of Trustees

DOCUMENT HISTORY

Issue No	Reason for Change	Page(s) affected	Date
2	Updated equality figures	10	Oct 24
	Updated progress towards equality objectives	11 + 12	Oct 24
	Updated curriculum changes	4, 5, 6,	Oct 24

Contents

Introduction	2
Aims	2
Procedures	3
Education	3
Curriculum Objectives	7
Staff Data	10
Pupil Data	10
Progress so far	11
Three year Equality objectives (2022-2025) and their progress	11
Roles and Responsibilities	13
Legislation and Guidance	13
Related Policies	13
Monitoring	13

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

Introduction

Yarborough Academy is committed to ensuring all children have equal opportunities regardless of their circumstances and backgrounds. Everything we do must be fair and non-discriminatory, following the Equality Act 2010.

Equality of opportunity is at the heart of this vision, with an insistence that all pupils will do well.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Treating a person less favourably because they have one or more of the following characteristics would be unlawful.

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

Aims

- *To ensure that everyone is treated equally.
- *To reduce prejudice-related bullying and the use of derogatory language.
- *To remove or minimise disadvantages suffered by people that are connected to a particular characteristic they have.
- *To strive for community cohesion.
- *To encourage children to respect one another.
- *To recognise and celebrate diversity within our community.
- *To support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998, to ensure that every child is healthy, safe and able to enjoy and achieve in their learning experience.

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

Our Celebrating Difference Promises:

- *Our school will be a safe place for everyone, where people are proud to be who they are and are not bullied because of this.
- *Our school will celebrate how different we all are in our assemblies, lessons, books and displays.
- *The staff in our school will be able to support children who need help around their identity.
- *The staff in our school will know about services that can support children with issues around their identity.
- *Our school will always challenge people who are bullying others because of their identity. We will also make sure that children feel ok to tell someone if this happens to them, or anyone else.

Procedure

- *All children have access to a broad, balanced and culturally-inclusive curriculum that provides opportunities for pupils' spiritual, moral, social and cultural (SMSC) development.
- *Advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- *There is due regard for the need to eliminate unlawful discrimination, harassment and victimisation.
- * We train all staff on how to respond effectively to prejudice-related bullying. (We have worked as part of the Anti-HBT Bullying Fund Programme 2016-19 that Barnardo's Positive Identities Service.)
- *New staff receive training on Equality as part of their induction.
- *The Designated Safeguarding Lead is the dedicated member of staff for monitoring equality issues.
- *Our Academy will not discriminate, harass or victimise a pupil or potential pupil in relation to: Admissions; The way it provides education for pupils; How it provides pupils' access to any benefit, facility or service; Excluding a pupil or subjecting them to any other detriment.
- *We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation.
- *We take steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- *Any discriminatory incidents are reported immediately to the Safeguarding Coordinator and records are kept via CPOMS. Dedicated categories include: Well Being – Identity issues, Behaviour –Derogatory language, HBT Derogatory language, Bullying – LGBTQ Bullying, Racist Bullying, Cause for concern - Racism. Incidents will be dealt with, and continually monitored with the involvement of parents. Intervention by the Learning Mentor will be used if necessary.
- *Consult and involve those affected by inequality, in the decisions we make to promote equality and eliminate discrimination.
- *Monitor children's outcomes of those with particular characteristics (disability, race and religion) to determine strengths and areas for improvement.
- * Recruitment procedures ensure that everyone has equal opportunity.
- *All policies and practices in the Academy will take account of this policy.

Education

The education at Yarborough promotes understanding and appreciation of difference and diversity, tackling prejudice, and the development of skills and attitudes to enable pupils to participate positively in the life of the academy and community.

We constantly strive for children to see the positives of being an individual and being different to everyone else. Regular songs that can be heard in our Academy are 'It's good to be me' (*It's good to know you, It's good to be different, but together*), Just the Same (*Whether black or white skin, or a frown and a grin, Well the Lord loves us all just the same*).

Values

At the heart of our Academy ethos lies our school values of Growth, Love and Over and Above. Within these there are three characteristics that address equality issues:

- We are kind – we show respect to others so they feel valued, we show empathy, we care for each other, we consider other people's feelings.
- We are trustworthy – we show respect, we keep each other safe, we are fair.
- We stick together – we include everyone, we understand others, we help and support each other, we are welcoming, we encourage each other, we show interest in other people's ideas and points of view, we respect other people's beliefs and individuality.

Drivers

Yarborough's Curriculum is driven by eight areas, one of which is World Wise. This addresses areas of the Equality Act through developing people skills, creating opportunities to explore similarities and differences, creating opportunities to learn from other cultures, celebrating culture and diversity, learning about the world around us, addressing the British value of mutual respect and tolerance of those of different faiths and beliefs.

This driver aims to create children who are considerate, part of the community, proud of their heritage, sociable, a team member, adaptable, accepting of differences, proud, culturally aware, confident, happy and ambitious.



PSHE

Our PSHE curriculum includes many aspects of equality

P.S.H.E						
FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To understand that different people like different things.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	To understand some ways people show their feelings.	To know the signs of a good listener.	To understand the courtesy and manners which are expected in different scenarios.	To understand that positive attributes are the good qualities that someone has.	To understand what respect is.
To understand that all people are valuable.		To understand what good manners are.	To understand how to listen carefully and why listening is important.	To understand some stereotypes related to disability.	To know that stereotypes can be unfair, negative and destructive.	To understand that everyone deserves respect but respect can be lost.
To know that it is important to help, listen and support others when working as a team.		To understand some stereotypes related to jobs.	To understand that there are similarities and differences between people.		To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of	To understand that stereotypes can lead to bullying and discrimination.

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

Yarborough Academy, Yarrow Road, Grimsby, North East Lincolnshire, DN34 4JU - URN: 138542. www.yarboroughacademy.co.uk

					race, age, sex, or disability.	
			To understand some stereotypes related to age.			
Citizenship						
To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special.	To know the rules in school.	To know some of the different places where rules apply.	To understand the UN Convention on the Rights of the Child.	To know that human rights are specific rights that apply to all people.	To know what happens when someone breaks the law.	To know that education is an important human right.
To know that we all have different beliefs and celebrate special times in different ways.	To understand that people are all different and that this is a good thing.	To know that some rules are made to be followed by everyone and are known as 'laws'.	To understand some of the consequences of breaking rules.	To know some of the people who protect our human rights such as police, judges and politicians.	To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	To know that prejudice is making assumptions about someone based on certain information.
		To understand that different groups of people make different contributions to the community.		To know that there are a number of groups which make up the local community.		To know that discrimination is treating someone differently because of certain factors.

Within Relationship and Health Education there are specific objectives that we teach that directly relate to equality:

	Pupils should know
Families and people who care for me	<ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
Caring friendships	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving, and respecting boundaries in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

Every year children from FS2 to Year 6 follow an 'Expect Respect' programme which investigates, identifies and educates against gender stereotypes. This programme is developed from Women's Aid.

The NSPCC run assemblies and online videos for key stage 1 and 2 children aged 5 to 11, and workshops for Year 2, 5 and 6 every year to make sure our pupils have the knowledge and understanding they need to stay safe from abuse. The programme is called 'Speak out, stay safe'.

British Values

The British Values are promoted through projects as well as during themed weeks, assemblies and special events. All the values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) are an important part of equality at Yarborough Academy.

Themed weeks

Every week in school has a theme and all assemblies and collective worship centres around this theme. Equality is something that is widely covered in these themes. They raise awareness and understanding of differences between a variety of people and that difference is a positive thing. During the year 2023-2024 themes included: Sticking together, Respect, Treating everyone equally, Well-being, Different types of families, Mental Health, Equality, Black History Month, Anti-bullying, Online Safety, International Day of Peace, Values, Belonging and Community, Emotions, Speak out Stay safe, Expect Respect, Rights and Responsibilities, Standing up for what is right, Diversity, Everybody is different – Everybody is equal.

Projects

At Yarborough Academy, curriculum objectives are linked together to create purposeful and real life projects. There have been many projects that have centred around equality and diversity.

2023 – Y1 - What makes a hero? Studied everyday heroes in different religions and cultures.

2023 – Y3 – Everyone is different, Everyone is equal, Everyone is special

2023 – Y5 - Which is the culture for you?

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

Yarborough Academy, Yarrow Road, Grimsby, North East Lincolnshire, DN34 4JU - URN: 138542. www.yarboroughacademy.co.uk

2023 – Y6 – How can we Celebrate? Studied different religious and cultural celebrations from all around the world.

2024 – Y5 – What is our culture? – Studied culture around the world and finding identity in their own culture.

2024 – Y2 - How wonderful is our world? – Studied Diversity around the world.

Every year group also plans at least one cultural experience into their curriculum.

Curriculum Objectives

Objectives that are taught, explored and assessed which are directly linked to equality are detailed below:

Reading

Messages are often taught through reading and story-telling. Novels are studied with key morals and messages explored.

Year 5 + 6	<ul style="list-style-type: none"> *Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *Identify and discuss themes in and across a wide range of writing. *Participate in discussion about books, taking turns and listening and responding to what others say. *Distinguish between statements of fact and opinion. *Provide reasoned justifications for views.
Year 3 + 4	<ul style="list-style-type: none"> *Identify recurring themes and elements of different stories. *Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Year 1 + 2	<ul style="list-style-type: none"> *Infer what characters are like from actions. *Make inferences on the basis of what is being said and done
FS	<ul style="list-style-type: none"> *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts. *Invent, adapt and recount narratives and stories with peers and their teacher.

Religious Education

Through teaching Religious Education, we aim for children to have the following mastery characteristics related to Equality.

- An outstanding level of religious understanding and knowledge.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Year 5 + 6	<ul style="list-style-type: none"> *Explain how some teachings and beliefs are shared between religions. *Explain how religious beliefs shape the lives of individuals and communities. *Explain the practices and lifestyles involved in belonging to a faith community. *Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. *Explain some of the different ways that individuals show their beliefs. *To understand how beliefs are conveyed
------------	---

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

	<ul style="list-style-type: none"> *Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. *Explain their own ideas about the answers to ultimate questions. *Explain why their own answers to ultimate questions may differ from those of others. *Explain why different religious communities or individuals may have a different view of what is right and wrong. *Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). *Express their own values and remain respectful of those with different values.
Year 3 + 4	<ul style="list-style-type: none"> *Show an understanding that personal experiences and feelings influence attitudes and actions. *Ask questions that have no universally agreed answers. *Explain how beliefs about right and wrong affect people's behaviour. *Describe how some of the values held by communities or individuals affect behaviour and actions. *Discuss and give opinions on stories involving moral dilemmas.
Year 1 + 2	<ul style="list-style-type: none"> *Identify the things that are important in their own lives and compare these to religious beliefs. *Relate emotions to some of the experiences of religious figures studied. *Ask questions about puzzling aspects of life. *Identify how they have to make their own choices in life. *Explain how actions affect others. *Show an understanding of the term 'morals'.
FS	<ul style="list-style-type: none"> *Show an understanding of their own feelings and those of others. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Computing

We aim for all children to have the ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.

Year 5 + 6	<ul style="list-style-type: none"> *Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. *Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. *Understand the effect of online comments and show responsibility and sensitivity when online.
Year 3 + 4	<ul style="list-style-type: none"> *Give examples of the risks posed by online communications. *Understand that comments made online that are hurtful or offensive are the same as bullying.
Year 1 + 2	<ul style="list-style-type: none"> *Understand online risks and the age rules for sites.

Communication

We aim for all children to have an exceptional talent for listening attentively so as to understand what is being said, and to have respect for others when communicating, even when views differ.

Year 5 + 6	<ul style="list-style-type: none"> *Negotiate and compromise by offering alternatives. *Debate, using relevant details to support points. *Offer alternative explanations when others don't understand.
Year 3 + 4	<ul style="list-style-type: none"> *Make relevant comments or ask questions in a discussion or a debate. *Seek clarification by actively seeking to understand others' points of view. *Respectfully challenge opinions or points, offering an alternative.
Year 1 + 2	<ul style="list-style-type: none"> *Take turns to talk, listening carefully to the contributions of others.
FS	<ul style="list-style-type: none"> *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify their understanding.

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

	<ul style="list-style-type: none"> *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. *Participate in small group, class and one-to-one discussions, offering their own ideas. *Offer explanations for why things might happen. *Express their ideas and feelings about their experiences.
--	---

Music

We aim for all children to have a very good awareness and appreciation of different musical traditions and genres as well as an excellent understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles.

Year 5 + 6	*Describe how lyrics often reflect the cultural context of music and have social meaning.
Year 3 + 4	*Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

History

We aim for all children to have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes as well as an ability to consistently support, evaluate and challenge their own and others' views.

Year 5 + 6	<ul style="list-style-type: none"> *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Year 3 + 4	<ul style="list-style-type: none"> *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. *Describe changes that have happened in the locality of the school throughout history.
Year 1 + 2	<ul style="list-style-type: none"> *Show an understanding of the concept of nation and a nation's history. *Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war & peace.
FS	<ul style="list-style-type: none"> *Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now. *Understand the past through settings, characters and events encountered in books read in class and storytelling.

Geography

We aim for all children to have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Year 5 + 6	<ul style="list-style-type: none"> *Describe geographical diversity across the world. *Identify and describe how the physical features affect the human activity within a location.
Year 3 + 4	*Use a range of resources to identify the key physical and human features of a location.
Year 1 + 2	*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
FS	<ul style="list-style-type: none"> *Describe their immediate environment. *Know some similarities and differences between different religious and cultural communities in this country. *Explain some similarities and differences between life in this country and life in other countries.

Languages

We aim for all children to have a strong awareness of the culture of the countries that we study.

Year 5 + 6	<ul style="list-style-type: none"> *Give detailed accounts of the customs, history and culture of countries and communities. *Describe, with interesting detail, some similarities and differences between different countries and communities with this country.
------------	---

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

Yarborough Academy, Yarrow Road, Grimsby, North East Lincolnshire, DN34 4JU - URN: 138542. www.yarboroughacademy.co.uk

Year 3 + 4	*To understand the culture of different countries. *Describe with some interesting details some aspects of countries or communities. *Make comparisons between life in countries or communities with this country.
------------	--

Staff Data – collected October 2024 (numbers in brackets from October 2023)

<u>Gender</u>	Males – 6.25% (7.94%)	Females – 93.75% (92.06%)				
<u>Race</u>	White British – 100% (100%)					
<u>Age</u>	18-34 – 40.63% (34.92%)	35-49 – 31.24% (39.68%)	50+ - 28.13% (25.4%)			
<u>Disabilities</u>	0% (0%)					
<u>Governors</u>	Males – 25% (37.5%)	Females – 75% (62.5%)				

Pupil Data – collected October 2024 (numbers in brackets from October 2023)

<u>Gender</u>	Males – 48.31% (48.21%)	Females – 51.69% (51.79%)				
<u>Race</u>	White British – 90.57% (89.96%)	Any other white background – 2.92% (3.57%)	Chinese – 0% (0.22%)	Asian – 0.45% (0.22%)	White + Black African – 0.45% (0.89%)	Afghan – 0.45% (0%)
	Black African – 1.57% (0.89%)	Sri Lankan/Tamil – 0.45% (0%)	Indian – 0% (0%)	Any other mixed background – 1.12% (1.35%)	Any other ethnic group – 1.12% (2.9%)	Kurdish – 0.45% (0%)
<u>Religion</u>	Christian – 7.64% (10.71%)	Muslim – 2.02% (2.46%)	No religion – 21.57% (29.91%)	Other religion – 0.45% (1.12%)	Refused or left blank – 68.32% (55.8%)	
<u>EAL</u>	10.11% (9.15%) of school population					
<u>SEN</u>	12.58% (10.04%)	EHCP – 4.27% (3.35%)	Total – 16.85% (13.39%)			
<u>Pupil Premium</u>	FSM – 13.93% (14.51%)	E6 – 2.47% (1.79%)	LAC + Forces – 0.89 (0.45%)	Total PP – 17.29% (16.75%)		

Progress so far**Three year Equality objectives (2022-2025) and their progress**

Objective	Rationale	Progress
To narrow the gap between the achievement of boys and girls in writing.	<p>Girls are achieving better than boys in writing.</p> <p>End of year whole school internal writing data (July 2022) shows that the gap between girls and boys is 11.3%.</p> <p>Y6 SATs results show that the gap between boys and girls is 7%.</p> <p>The gap in year 2 is 16%.</p> <p>The gap at the end of EYFS is 23%.</p> <p><i>Writing, especially early writing will be a priority in the School Improvement plan.</i></p>	<p>End of year internal writing data shows that the gap between girls and boys is:</p> <p>Whole school July 2023 - 15.6%. July 2024 – 13%.</p> <p>Year 2 July 23 - 15.16%. July 24 – 2.9%</p> <p>End of EYFS July 23 - 11.47%. July 24 – 10.63%</p> <p>Y6 SATs results in 2023 show that boys outperformed girls by 3.59%</p> <p>In 2024 girls outperformed boys by 30.4%</p> <p>A huge investment into Talk for Writing has begun in September 2023.</p>
To increase the amount of pupil premium children reaching the expected standard in reading, writing and maths.	<p>Pupil premium children are not achieving as well as their peers.</p> <p>Whole school internal data:</p> <p>Reading – gap of 13%</p> <p>Writing – gap of 15%</p> <p>Maths – gap of 13%</p> <p>Y6 SATs results show that the measures we've had in place have had a positive impact where Pupil Premium children achieved better than non pupil premium:</p> <p>Reading – positive gap of 14%</p> <p>Writing – positive gap of 5%</p> <p>Maths – positive gap of 9%</p> <p>The pandemic has really affected those disadvantaged children, particularly the younger children. This is evident in Year 2 results with large negative gaps for Pupil premium children compared to non:</p> <p>Reading – 34% gap</p> <p>Writing – 34% gap</p> <p>Maths – 30% gap</p>	<p>Data at July 2023</p> <p>Reading – gap of 14.07%</p> <p>Writing – gap of 12.98%</p> <p>Maths – gap of 17.18%</p> <p>Data at July 2024</p> <p>Reading – gap of 10.93%</p> <p>Writing – gap of 12.98%</p> <p>Maths – gap of 17.93%</p> <p>Year 6 SATS results in 2023</p> <p>Reading – negative gap of 3%</p> <p>Writing – negative gap of 17%</p> <p>Maths - positive gap of 2%</p> <p>Year 6 SATS results in 2024</p> <p>Reading – Positive gap of 5%</p> <p>Writing – Negative gap of 9%</p> <p>Maths – negative gap of 5%</p> <p>Y2 Gap Results in 2023</p> <p>Reading – 41% (compared to non PP) 31% (compared to all)</p> <p>Writing – 25% (compared to non PP) 19% (compared to all)</p> <p>Maths – 29% (compared to non PP) 22.57% (compared to all)</p>

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. This document is the property of Yarborough Academy and if printed becomes uncontrolled.

	<p><i>National Tutoring to be targeted to help close the gap.</i></p> <p><i>Pupil Premium lead teacher in place to promote the achievement of these children.</i></p> <p><i>CARE team in place to provide SEMH support for these children.</i></p>	<p>Y2 Results in 2024</p> <p>Reading – Positive 13% (compared to non PP) Positive 12% (compared to all)</p> <p>Writing – Negative 8% (compared to non PP) Negative 7% (compared to all)</p> <p>Maths – Positive 11% (compared to non PP) Positive 10% (compared to all)</p>
Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups	<p>We want to develop the R.E. curriculum so that our children have diverse experiences and gain an understanding and appreciation of different cultures.</p> <p>Our school community is 90% white British, so the majority of our children do not have these experiences naturally in their lives.</p> <p><i>R.E. Lead teacher to develop this within the curriculum as part of the Humanities team.</i></p>	<p>R.E. Curriculum has been improved and was used as a Deep Dive in Ofsted (Nov 2023). Ofsted validated that R.E. was taught well and gave our children opportunities to develop their cultural capital.</p>
To increase the attendance of Pupil Premium children and those with SEND.	<p>Pupil Premium attendance 2021-2022 – 91.16% compared to 93.17% for non-pupil premium</p> <p>SEND attendance 2021-2022 – 92.07% and 85.29% for those with an EHCP. Compared to 93.17% of those with no SEN.</p> <p><i>New attendance strategy to be put in place.</i></p> <p><i>Regular monitoring of attendance by all school staff.</i></p> <p><i>Attendance to become part of class provision maps.</i></p> <p><i>SENDCO and Pupil Premium Lead to work closely with families.</i></p>	<p>Pupil Premium attendance 2022-2023 – 91.43% compared to 94.09% for non-pupil premium</p> <p>SEND attendance 2022-2023 – 93.21% and 89.97% for those with an EHCP. Compared to 95.04% of those with no SEN.</p> <p>Pupil Premium attendance 2023-2024 – 91.99% compared to 94.23% for non-pupil premium</p> <p>SEND attendance 2023-2024 – 94.27% and 87.9% for those with an EHCP. Compared to 94.09% of those with no SEN.</p>
To actively include EAL parents further.	<p>Electronic letters and communication to home may be inaccessible to some parents. We would like to investigate ways to improve this so that they can be fully involved in the life of the school.</p>	<p>Anti-Racist school award work begun. Whole school training in September 2023. Diversity and inclusion lead teacher appointed.</p>
To ensure the school site is fully accessible for disabled students and staff	<p>The Key Stage Two playground has no disabled access from the classrooms. The KS2 toilets do not have a children's disabled toilet.</p> <p>Work has already been undertaken in EYFS and KS1 with ramps and disabled toilets due to need. KS2 need by 2024-2025 school year.</p>	<p>On the action plan</p> <p>2024 – Ramp now fitted for disabled access to the KS2 playground.</p> <p>2024 – KS2 toilets changed to include a disabled toilet.</p>

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- Meet with the designated member of staff for equality every year to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the equality objectives as set out in section 8.

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Related Policies

Safeguarding

SEN

Behaviour

Anti-Bullying

Recruitment

Teaching and Learning

All Curriculum policies include an Equality / Inclusion section

School Improvement Plan

Relationship and Health Education

Monitoring

This policy and whole academy procedures on equality will be constantly monitored by the Senior Leadership Team and Governors.