



# Equality Scheme

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## Equality and inclusion statement

At Yewtree Primary School, we strive for exceptionally high standards of equality, free from tokenism, providing equal opportunities for all to discover, explore and realise their potential, regardless of age, disability, gender, race, or any other protective factor outlined in the Equalities Act 2010.

We are proud of our diverse and vibrant school community and the culture created within our inclusive environment. We encourage and support all our pupils to have pride in their identity and uniqueness. We actively seek out opportunities to celebrate diversity and challenge discrimination, bullying or stereotypes which undermine our inclusive environment, an environment which is rooted in respect for all.

This policy has been written within the clear understanding and expectations set out in the 2010 Equalities Act and the 9 protected characteristics.



## Legal duties

We have a statutory general duty set out in the Equality Act of 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, and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## Specific duties

The act includes specific duties that enables our school to meet our obligations under the Public Sector Equality Act (PSED).

The specific duties require our school 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 develops further the aims of the equality duty.

## Principles.

In fulfilling our legal obligations of the PSED and delivering our values we are guided by the following principles:

### **All learners are of equal value**

We aim to create an environment for learning which will encourage all pupils to achieve their potential through the provision of a broad and balanced curriculum, high expectations and impactful teaching. We endeavour to realise their full potential regardless of age, disability, gender, race, or any other protective factor outlined in the Equalities Act 2010.

### **We recognise and respect difference**

We are committed to eliminating discrimination and encouraging diversity amongst our school community. We welcome diversity among our pupils, staff, parents, and visitors, recognising the particular contributions that can be made by individuals from a wide range of backgrounds and experiences. We promote equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.

### **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We will strive to help pupils to develop into confident, responsible, and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We will promote the spiritual, moral, cultural, mental, and physical development of pupils at school and in society. We will prepare pupils at the school for the opportunities, responsibilities, and experiences of later life.

### **We observe good equalities practice in staff recruitment, retention and development**

We respect the equal rights of our staff and all members of the community. We ensure that policies are procedures that should benefit all employees and potential employees, for example in recruitment, promotion and in continuing professional development.

### **We aim to reduce and remove inequalities and barriers that already exist**

We take account of difference (e.g. disability, gender, race, religion, sexual orientation, social context, and vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.

### **We consult and involve widely**

We work to promote positive attitudes to disability by enabling all people involved in the school community to contribute and gain full access to all activities. Our aim is that we will be truly representative of the local community and that each pupil and adult feels respected and is able to achieve their best.

## Roles and responsibilities

### Pupils will:

- Follow and demonstrate our school values in their behaviour and relationships, actively embracing respect, inclusion and fairness in all aspects of school life.

### Parents and Carers will:

- Be kept informed through the school website and should give relevant feedback to the school. (the class teacher being the first point of contact)
- Are encouraged to support and promote our school values, helping to foster a community where respect, inclusion and fairness are upheld and modelled for all pupils.

### Staff will:

- Actively implement this policy, behave with respect and fairness to all colleagues and pupils and support the monitoring of impact.
- Model and uphold the school's values at all times, actively embracing and promoting equality, respect, and inclusion in their conduct and interactions.

### The Headteacher/Senior Leadership Team will:

- Ensure a school culture exists which celebrates diversity, equality and achievement.
- Initiate and oversee the development, regular review and implementation of equality policies and procedures.
- 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.
- Provide appropriate role models for all managers, staff and pupils. • Provide mechanisms for the sharing of good practice.
- Ensure a consistent response to incidents, e.g. bullying cases, homophobic and racist incidents.
- Ensure that the school carries out its statutory duties effectively.
- Comply fully with legislation which protects staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, reasonable adjustments will be made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

<b>T</b> rust	We act with honesty and respect, building strong relationships.
<b>H</b> ardworking	We try our best and take pride in our achievements.
<b>R</b> esilience	We learn from challenges and keep going when learning feels difficult.
<b>I</b> ndependence	We think for ourselves and take responsibility for our learning.
<b>V</b> alued	Everyone is important, included and supported.
<b>E</b> quality	We ensure fairness, acceptance and equal opportunities for all.

**The Governing Body will:**

- Provide leadership and drive for the development and regular review of the school's equality policy and designate a lead governor for equality issues;
- provide appropriate role models for all managers, staff and pupils;
- use its power to nominate governors to ensure its composition reflects the community it serves;
- apply the principles of best value without discrimination when purchasing goods and services;
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans;
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training, as required.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

**Engagement**

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.

**Using information - Equality Impact Assessments, data and other information**

Equality Impact Assessment (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, disability and gender. We conduct student voice activities and monitor playtime and lunchtime incidents.

## School Context

Yewtree Primary School is a two-form intake across all year groups from Reception to Year 6, with a morning only Nursery, situated in Highfield in Hemel Hempstead. The proportion of pupils who speak English as an additional language, have a special educational need and/or disability and pupils eligible for free school meals are above the national average.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (Number and percentage)</b>
Number of pupils	312	152 female/160 male
Number of staff	53	49 female/ 4 male
Ethnically diverse staff	12	23%
Number of governors	5 + 1 clerk	4 female/2 male
Religious character	None	
Disabled Staff	None	
Special Educational Needs and Disabilities.	69 - 12 of which are EHCP status	22%
English as an additional language (EAL)	131	42%
Ethnically diverse pupils	130	42%
Pupil Premium (PPG/FSM)	134	43%

## Equality objectives

Equality Objective	Protected Characteristic	Lead Person	Measurable success Indicator	Review Date
To narrow the attainment gap between different groups of pupils with a focus on gender, PPG and EAL	Gender, Ethnicity and Race	Teachers Senior leadership team	Whole school data shows gap narrowing between focus groups and non-focus groups in reading, writing and maths.  Percentage of pupils in focus groups showing an increase in positive progress	March 27
To increase attendance of all pupils, analysing group data.	All characteristics	Senior leadership team	Whole school attendance increasing  Group attendance increasing and barriers addressed.	March 27
To promote mental health awareness and to continue to embed appropriate strategies and interventions.	Disability	All staff	Positive behaviour and confidence evident in lessons.  Positive pupil attitudes evident in lessons and evident through pupil voice.  Staff and pupils drawing on and using strategies on a regular basis to promote positive behaviour.  Number of suspensions and use of reduced hours timetable decreased.	March 27
To ensure the curriculum offer represents the diverse society in which we live.  To ensure that the curriculum experience celebrates, values and respects individuals' identity.	All characteristics	Curriculum co-ordinators and senior leadership team	Pupils are exposed to varied representations of all people, beyond what is typical for the local community.  Pupils feel increasingly confident to talk about their global perspectives, showing a developing understanding of multicultural issues and how their lives compare and contrast with other children across the UK and around the world.	March 27