

Equality Information 2025-26

Yealmpstone Farm Primary School



Introduction

YFPS is committed to ensuring that everyone is treated fairly and with respect as we want our school to be a safe and inspiring learning environment for all our pupils. This school recognises that people have different needs, and we understand that treating people equally does not always involve treating everyone the same. YFPS creates inclusive processes and practices where the varying needs of individuals can be identified and met.

As we have several schools, nurseries and the Stronger Practice Hub we have decided to make the partnership more formal by creating the IDEAL Alliance. This stands for inclusion, diversity, equity, achievement and leadership. We will also invite other schools and settings to become part of the alliance.

This document explains how we show our commitment to equalityⁱ for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes

We are very pleased to celebrate the following areas of our school culture:

- *We actively promote inclusion in our school and have woven this through our curriculum across all age groups.*
- *We rarely have any exclusions, and this has reduced to 0.5 fixed term during last year.*
- *We have a good representation of gender across extracurricular clubs.*
- *We have had a focus on raising the attainment of a small group of pupils in all core subjects from KS1 and KS2. This was the consequence of COVID and the first lockdown and their engagement in online learning.*
- *We have increased the understanding and confidence of pupils to recognise, address and report bullying - including the use of racist, anti-LGBT and disability-related discriminatory language. This doesn't happen very often because children are good at challenging inappropriate language or behaviour and it is addressed quickly. We have a few children who are exploring and questioning their gender and we have a safe environment for this and support families with these changes.*
- *We have increased pupils' knowledge and understanding of the different faiths and beliefs in Britain today and supported individual pupils in the development of their sense of identity and belonging. Our weekly collective worship focuses on our values and build a strong sense of community.*
- *We actively work to ensure we show a range of diverse leaders and role models through our curriculum as well as visits to centres of cultural faith.*

Priorities for the Year 2025/26

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Plymouth. At YFPS in June 2023 the attainment gap between boys and girls in writing had reduced significantly by the end of KS2. We will continue to monitor this area and ensure we continue to adapt our curriculum offer so that all children achieve their best outcomes.

Minority Ethnic Pupils

There are very small numbers of minority ethnic pupils in YFPS which mean that individual pupil-targeted approaches are used to identify both underachievement, and to celebrate successes. At YFPS all minority ethnic groups are attaining at least at ARE or well above. We have experienced a small amount of unconscious biased and two racist comments at the point of writing this report. As a result of this, we will ensure that raising a positive profile of diversity will be a key target.

All Black Pupils Minority Ethnic Monitoring Category

When and as appropriate YFPS works closely with the LA to implement proven strategies to raise attainment during the primary school years. However, this group of pupils are achieving well. This term there has been a couple comments made by younger children that are discriminatory. The school has taken a very robust approach to ensuring children are educated and understand the diversity agenda.

Our curriculum, teaching, policies and practices are regularly reviewed and updated. The Black Lives Matter movement has provided a new impetus to this important work. Our school is also receiving regular guidance and information from the LA as well as sharing best practice with other Plymouth schools. We have been active in developing the culture of inclusion within our school and our deputy has worked with the LA to lead other schools in the development of their curriculum to include and celebrate world faiths and cultures.

Equality Objective: Black Lives Matter

This school has decolonised the curriculum and teaches about strong role models across all ages to celebrate success from all groups. We ensure that respect and value for the Black Lives Matter movement is explicitly taught and discussed where appropriate in lessons.

Gypsy/Roma/Traveller Pupils

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups.

A House of Commons Briefing Paper (September 2017) reported that education issues for Gypsies and Travellers include prejudice, discrimination and discriminatory attitudes. The issues also include the schools' responses to discrimination, and high levels of self-exclusion from mainstream education because of discrimination. ^{iv}

National research published in 2018 suggests there has been a significant increase in the number of Gypsy/Roma and Irish Traveller children who are being cared for by local councils. The data shows an increase of 900% for the numbers of Gypsy/Roma children and 400% for Irish Traveller children since 2009. One of the reasons suggested is that Gypsy/Roma and Traveller families are less likely to be offered or to access early help and support and this is important as it is an area in which schools are able to help. ^v

We do not have any children within our school from this group at the moment, but we try and share knowledge through our curriculum and stories told to the children.

English as an Additional Language

At YFPS we have one Romanian family and two Pol and we have ensured we have dual language books within the library and classes. We communicate daily with the parents and the child is learning English and Romanian at home. We have a member of staff who speaks Romanian.

Religion and Belief

Data is not collected for monitoring purposes on Religion and Belief, and so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

YFPS recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, morals and ethics.

YFPS is committed to supporting all our young people as they develop a personal relationship with their own values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

We take incidents of prejudice-related bullying seriously and we are committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying, and this includes bullying related to religion and belief. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. YFPS is aware that negative faith-based media attention can have an impact on all children and recognises the importance of ensuring that pupils are provided with accurate and appropriate information.

YFPS ensures that all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

YFPS recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia and anti-Semitism (discrimination or prejudice against people because they are Muslim or Jewish) is increasing and that it displays many of the same traits as racism. This school will continue its work to inform and actively promote acceptance and respect. Nationally, between 2015/6 and 2016/7 there was an increase of 37 per cent in the numbers of faith or belief-based incidents reported to the Police either on school property or near to school property.^{vii}

11% of Islamophobic incidents happen in educational institutions^{viii}, including name-calling, jibes about so-called Islamic State, violence, and victimisation when wearing a hijab^{ix}. Many Muslim young people say abuse is so commonplace it is normalised^x. Childline has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem^{xi}.

YFPS is benefiting from a well thought out curriculum designed for work with primary school children to educate them about Islamophobia.

Gender Identity and Sexual Orientation (LGBT)

Gender Identity is recognised and valued at YFPS and children feel they can openly discuss their feelings and views. Gender Identity was included in equality legislation for the first time in 2010, and many schools, parents, as well as wider society, are learning about the issues for the first time.

YFPS recognises that gender Identity is a complex area and that children, young people and their families are navigating an equality area where best practice is not fixed, and where the central advice is to be 'led by the child'. We have engaged local charities that specialise in supporting families where this is appropriate.

YFPS is committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers.

Pupils are taught that families come in many different forms and include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc.

Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other.

To ensure that our pupils develop a positive view of people, regardless of their sexual orientation or gender identity, this school celebrates LGBT^{xiii} History Month in February each year with a series of age-appropriate assemblies marking the contribution of significant figures (e.g. Alan Turing; Lily and Lana Wachowski; James Baldwin; Labi Siffre; Gok Wan; Jackie Kay).

This school recognises that negative views within wider society about LGBT+^{xiv} people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from CAMHS (serving Plymouth children) show that increasing numbers of children in primary schools are raising issues relating to gender identity and sexual orientation. Gender Identity and sexual orientation are not mental health concerns but many of the referrals received by CAMHS for young people with issues related to their gender identity or sexual orientation are linked to bullying, isolation and internalised negative views about LGBT+ people, that in turn impacts on their emotional and mental health. This school recognises that pupils with these issues will need support from school-based counsellors/school support groups and national websites such as Young Minds. CAMHS is encouraging of primary schools who can provide such support to their pupils, as dealing effectively with these issues at a younger age appears to reduce the more serious mental health issues presented by some LGBT+ secondary school pupils.

Disability (Special Educational Needs and Disability)

SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'.

Outcomes for SEND pupils at KS2 June 2024

Group(size)	Maths ARE	Maths GD	Writing ARE	Writing GD	Reading ARE	Reading GD
EHCP (3)	33%	33%	33%	33%-	33%	33%
SEN support (5)	33%	33%	33%	33%	33%	33%

SEND Pupils and the link with Poverty

This school is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment.^{xvi} Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. Also, children with SEND are more likely than their peers to be born into poverty, and, in addition, more likely to experience poverty as they grow up.

YFPS has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. YFPS also knows that a strong partnership with parents/carers is important and will continue to work collaboratively to support parents/carers as they seek to provide their children with a stimulating home-learning environment.

We regularly have TAM meetings to ensure all professional are working together to support children with their learning and our parent support advisor meets weekly with our vulnerable families.

Where families need support, we have a community fridge from the Co-op, and we provide school meals which can be taken home for an evening meal.

Pupils with Mental Health Concerns

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue.ⁱ

At YFPS we have been making sure all children with mental health needs are supported through ELSA trained staff, counsellors, learning mentors or drama therapists depending on their needs. We have a very supportive environment and use a behaviour recovery programme to enable children to self-regulate their behaviour. We are about to run whole school training to become a Trauma Informed School (TIS) and this will enable us to embed our supportive culture.

EQUALITY OBJECTIVES

Equality Objective 1: Further develop a culture of diversity

YFPS is committed to helping every child develop into self-confident young people able to access all opportunities available to them. This school recognises that a small minority of children with cultural diversity may feel less included. This school will:

- Work with children on an individual basis to provide relevant support and to make appropriate adaptations to meet their needs.
- Ensure all our children thrive and achieve to the best of their ability and that unconscious biased is minimised. We will do this by consciously ensuring the curriculum is diverse and challenging stereotypes.
- Ensure that all our children understand and value all people in an equal way.
- Educate our children about negative language that may isolate and demean pupils e.g. racist language, negative behaviour

Equality Objective 2: Continue to focus on the attainment gap between gender in writing.

YFPS is committed to ensuring that all children with the potential achieve ARE by the end of KS2 in writing. The school recognises that we need to actively adjust our teaching strategies in order to enable all children to have access to the learning.

- Identify children who are not making expected progress in their learning and consider adjustments that can be made to meet their needs more readily through pupil profile meetings.
- Embed the use of colourful semantics to enable all children to understand how to form a sentence and develop their understanding of grammar.
- Embed our adapted writing sequences to ensure that boys are interested in themes and engaged in learning outcomes.
- Ensure that opportunities for early writing are available in multiple locations in the foundation stage areas.
- Practice letter formation with all children and target spotlight pupils who need additional support with this to ensure they have fluency in their handwriting before they leave foundation.

Equality Objective 3: Poverty and SEND

YFPS have worked hard to reduce disadvantage for children from poorer backgrounds. The school actively looks for ways to include, nurture and challenge this group.

- Ensure that all children have enough to eat with free snacks at breaktime and carry outs at teatime for those who have found themselves homeless or in need of support. We also have a community fridge twice a week from CO-OP.
- Ensure any children on FSM who would like to learn a musical instrument can have access to free peripatetic lessons.
- Ensure any disadvantaged child who is below ARE is given additional support both academically and emotionally so that they can achieve their full potential.
- Ensure that reward systems positively discriminate for this group thereby changing perceptions and attitudes in the community.

ⁱ The Equality Act 2010 and Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

ⁱⁱ <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2019-revised>