

Equalities Statement:

At Yerbury we pride ourselves on being an inclusive community with members from a very broad range of backgrounds, characteristics and circumstances. We welcome everyone and are enthusiastically committed to ensuring that all within our community can participate fully in the life of the school and benefit as much as is possible. Throughout our work we show respect and empathy for all and expect pupils, staff and parents to do so at all times and in every circumstance.

We recognise that discrimination, intended or unintended, can take place in all areas of society, including schools. We work proactively to eliminate discrimination and harassment of all kinds, to promote equality of opportunity for all and to promote good relations throughout our school community, covering all groups. We do not limit our work to the characteristics covered by the legislation. We go further and do not accept discrimination of any kind against any individual or group what so ever (including, for example, social class). As a school we provide good role models for our children and community. We work hard to ensure that our children share this approach and that their behaviour reflects this at all times.

Our work in the education of young children focuses on the whole child. The 'hidden curriculum' is not hidden at Yerbury as we actively work to ensure everyone develops a sound and positive understanding of self, of those we know and also of the wide community. This, of course, includes the celebration of our similarities and differences and a positive view of the varied and multicultural community in which we live.

This approach includes relentless efforts to promote equality and good relations in all respects. We work equally hard and proactively to eliminate discrimination and harassment of all kinds within our school community.

SCHOOL CONTEXT (from Raise Online 2013)

Yerbury is a large primary school in Islington with 476 pupils, 50% of whom are boys, and 50% are girls. Yerbury has a low child mobility rate. Our school community is diverse, currently 35% of children are from ethnic minorities (national average is 29%). Nationally this ethnic mix puts Yerbury in the 20% of schools with the highest percentages of children from minority ethnic groups. The ethnic origin of the children is: 64% white British, 12% 'other white', 14% 'mixed', 6% Black, 1% Asian, 2% 'other' whilst 0.6% have unknown backgrounds. There are no large numbers in any of our ethnic groups.

20% have English as an additional language with 31 home languages spoken by 72 children over 5. In comparison with the whole country Yerbury is above the national average (16%) for the percentage of children whose first language is not English.

There are 22 children with Learning Difficulties and Disabilities including 5 with statements, making 8% of our children (national average is 17%).

We are not aware that any of our families have asylum seeking or have refugee backgrounds but it is likely that at any given time there are families in such circumstances.

The vast majority of our children live in the immediate vicinity of the school and walk to school. 17% of children would qualify for free school meals (national average is 27%). Yerbury is ranked above the 80th percentile nationally according to the school deprivation indicator at 0.30. National is 0.24.

Key priorities highlighted at the last equalities consultation in January 2012:

Objective	Strategy	Outcome	Timeframe	Developments so far: (since September 2013*)
By Feb 2016 (in the parent questionnaire) 85 % of working parents to feel the school works hard to support the needs of working parents.	Audit school's current provision and services, and then improve and increase the range of services available within the school so that the school is better able to support the needs of working parents	Working parents are part of the school community and are able to actively support their child's learning by accessing all relevant support services/ activities.	By February 2016	Breakfast Club has been introduced (Jan 2014) Coffee Mornings are straight after drop-off time Class assemblies have been changed to the beginning of the day to help working parents (Sept 2013) come to them
By the end of the 2015/16 school year, for 95% of parents in N and R to have been involved in school life and their children's learning at school.	Audit school's current strategies, and then improve and increase the range of activities available within the school so that more parents feel able to come into school and become part of the community	Parents who are involved from early on in their child's learning journey, are more likely to engage with their child's education long-term	By July 2016	2 twilights on being inclusive in the EYs held in 2013/14 Numerous coffee mornings held by EYFS team in 2013/14 'Meet the Rec Parents' group being organised by parent in collaboration with school N and Rec staff have been targeting parents to come into school to help with activities

*Current Headteacher started in September 2013