



St. Stephen's School  
and Children's Centre  
*Learning for Life*

# Equalities Introduction and Action Plan

This policy is statutory and will be reviewed every annually with new objectives being created every 3 years.

	<b>Date</b>	<b>By</b>	<b>Role</b>	<b>Ratified</b>	<b>Date</b>
Version 1	<i>New 3 Year Plan:</i> November 2024  <i>Reviewed:</i> June 2025	Janet Patterson Jenna Chapman Amina Qureshi	Nursery DHT Primary DHT Equalities Lead	Governors	18 July 2025
Version 2					

\*N/B - Owing to COVID-19, a review took place in June 2020 and June 2021 (before the required 3 year cycle) to ensure the action plan remains fit for purpose in the changing landscape.

## Introduction: Public Sector Equality Duty at St Stephen's

Welcome to Equalities at the St Stephen's Federation. This section explains how we meet our Public Sector Equality Duty and fulfil our Specific Equality Duties under the Equality Act 2010.

### Protected Characteristics

We are committed to considering all protected characteristics when publishing equality information and setting objectives. Our current priorities, based on school data, are:

- Disability
- Gender
- Race (Ethnicity)
- Religion and Belief

### General Duties

We actively work to:

1. Eliminate discrimination, harassment, and victimisation
2. Advance equality of opportunity.
3. Foster good relations between people with and without protected characteristics.

### Specific Duties

- Publish Equality Information: Updated annually with community and pupil data.
- Set Equality Objectives: Reviewed every three years (or sooner) and reflected in our Equalities Action Plan.

All information is drawn from school development plans, evaluations, and pupil data, and is used to improve outcomes for all pupils.

### Cultural Capital at St Stephen's

With 96% of our pupils from minority ethnic backgrounds—primarily Pakistani, Indian, and Bangladeshi—our commitment to equalities goes beyond compliance. Our Cultural Capital programme and curriculum aim to broaden pupils' experiences, helping them understand and engage with the wider world beyond East London.

### Further Information

All equalities documentation, including our action plan below and the Equalities Policy, which can be found on the school website under Policies. If you'd like to support our equalities work or offer suggestions, please contact the school office.

## Equality Objectives 2024-2027

- *Federated Objective: To recognise, represent, respect and celebrate differences*
- *Primary Objective: To foster positive attitudes and relationships and a shared sense of cohesion and belonging in our diverse community*
- *Nursery Objective: To promote positive representation of gender stereotypes within Early years*

<b>St Stephen's School &amp; Children's Centre</b>			
<b>Public Sector Duty: Advance Equality of Opportunity between people who share a protected characteristic and people who do not</b>			
<b>Federated Objective: To recognise, respect and celebrate differences</b>			
<b>Area of Focus</b>	<b>Current situation</b>	<b>Target/Outcome sought</b>	<b>Responsibility:</b>
<b>Curriculum (Federated)</b>	<ul style="list-style-type: none"> <li>• <b>Diverse Texts and Resources:</b> Core books in English, a wide variety of texts available to children. This ensures that all children see themselves reflected in their learning.</li> <li>• <b>Cross-Curricular Themes:</b> Subjects like history, geography, RE and PSHE incorporate topics such as global cultures, religions, world views, Black History day and International Woman's Day.</li> <li>• <b>Assemblies and Festivals:</b> Celebrating key festivals like Diwali, Eid, Christmas to appreciate religious diversity</li> <li>• <b>RE curriculum-</b> The RE curriculum supports the development of inclusive attitudes and helps challenge stereotypes and prejudice.</li> <li>• <b>Places of Worship-</b> Visits to places of worship provide children with meaningful, real-life experiences. Children are able to celebrate the differences which make up the diverse community.</li> <li>• <b>Article 13-</b> Children are kept up to date with national and global issues which could impact our children through article 13 lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Books and resources:</b> More EAL books on diversity and religion</li> <li>• <b>Awareness of themed days across the school:</b> eg: Odd Socks day, Anti Bullying week</li> <li>• Opportunities for students share their own traditions and experiences with peers through presentations or projects.</li> <li>• <b>EAL Team:</b> Coordinator headline to focus on EAL. Teachers create vocabulary mats for subjects eg: RE and Science.</li> <li>• <b>Staff CPD:</b> Send RHE lead on network meetings to ensure we are up to date with RHE developments and prepared for changes</li> </ul>	ZK, AQ,
<b>Environment (Federated)</b>	<ul style="list-style-type: none"> <li>• <b>School Displays:</b> Celebrating differences through diversity displays in the corridors.</li> <li>• <b>Equality Policy-</b> equality and inclusion policy outlines our commitment to treating all students fairly, and this is embedded in the school culture.</li> <li>• <b>Diversity Training:</b> Teachers receive training on unconscious bias, inclusion, and how to address sensitive topics effectively.</li> <li>• <b>RE artefacts Display:</b> Display of religious artefacts in the assembly hall.</li> <li>• <b>Children's leadership roles:</b> Children are given opportunities to take on leadership roles, (JLT, Student council, curriculum ambassadors). These roles are equally split between</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SEND Hub:</b> To establish a send hub for early years to cater for the needs of the children.</li> <li>• <b>Break and Lunchtime games:</b> Equality of boys and girls sport at playtimes and a review of the playground equipment ensuring all children have access to it.</li> <li>• <b>Early years resources:</b> To review federated resources to support the increasing and varying needs of children across the EY phase.</li> </ul>	Leadership, Senior Support Staff

	<p>genders which shows diversity and inclusivity and ensures that everyone's identity and experiences are valued and celebrated.</p> <ul style="list-style-type: none"> <li>● <b>SEND Hub:</b> The SEND hub is a key part of creating an inclusive school environment where all learners are valued, supported and celebrated. It provides tailored support and resources that meet individual needs while promoting independence, confidence and social inclusion.</li> <li>● reception gates</li> </ul>		
<b>Parents &amp; Community (Federated)</b>	<ul style="list-style-type: none"> <li>● <b>Parent-Teacher Meetings:</b> Interpreters used as and when needed.</li> <li>● <b>Assemblies and Festivals:</b> Celebrating key festivals like Diwali, Eid, Christmas to appreciate religious diversity where parents are invited to watch.</li> <li>● <b>Mother's/Father's/Careers Morning:</b> helping children understand the value of diversity, strengthens a sense of belonging, and promotes equality by respecting everyone's different experiences and backgrounds. These mornings offer a chance for children to share and celebrate the important people in their lives, no matter what their family looks like.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Community Engagement:</b> Partnerships with local community groups to help bring diverse perspectives to the classroom.</li> <li>● <b>Home projects:</b> Opportunities for students and parents to share their own traditions and experiences through homework projects.</li> <li>● <b>Communication-</b> Letters, newsletters, and school websites translated into multiple languages to ensure accessibility for all families.</li> <li>● <b>Workshop:</b> School organises events where parents can come and take part and help parents engage with their child's education.</li> <li>● <b>Heritage Projects:</b> Projects that explore the local community's history, highlighting contributions from diverse groups.</li> <li>● <b>Interfaith assembly:</b> Representatives from local churches, mosques, temples, and synagogues.</li> <li>● <b>SEND:</b> To implement the new pastoral and SEND triage roles to support the increasing needs of the children across the school</li> <li>● <b>Ramadhan Policy Review:</b> To review the school's Ramadhan policy for 2025 impacting children in Years 5 and 6.</li> </ul>	Leadership, AQ,

## Monitoring and Evaluation

**Federated Objective: To recognise, respect and celebrate differences**

	2024/25 Academic Year	2025/26 Academic Year	2026/27 Academic Year
Evaluation of Academic Year	<ul style="list-style-type: none"> <li>● Ramadhan policy reviewed and implemented.</li> <li>● Senior Support reviewed the use of the ball court at playtimes to ensure equality</li> <li>● Early Years SEND Manager employed and SEND hub utilised for Early Years</li> <li>● Trialled EA shift system implemented to meet the needs of all children</li> </ul>		

	<ul style="list-style-type: none"> <li>EYFS review of construction resources to ensure quality, age appropriateness and progression</li> <li>EAL Team CPD to primary staff on oracy skills and how to use vocab mats in lessons. Feedback forms sent to all staff.</li> </ul>		
Suggested actions for next academic year	<ul style="list-style-type: none"> <li>→ Continue to send RHE coordinator on networks and related borough meetings to ensure the school is prepared for forthcoming changes</li> <li>→ To carry out a review of support across the school for children with SEND</li> <li>→ Continue to review EYFS resources for different areas of learning ensuring quality, age appropriateness and progression</li> </ul>		

### St Stephen's School & Children's Centre

Public Sector Duty: Advance Equality of Opportunity between people who share a protected characteristic and people who do not

Primary Objective: To foster positive attitudes and relationships and a shared sense of cohesion and belonging in our diverse community

Area of Focus	Current situation	Target/Outcome sought	Responsibility:
<b>Curriculum (Federated)</b>	<ul style="list-style-type: none"> <li><b>RE curriculum</b>-Teaching about different religions, cultures, and traditions helps children appreciate the richness of diversity within the school.</li> <li><b>PSHE curriculum</b>- classroom discussions emphasise shared values such as kindness, fairness, and respect for all.</li> <li><b>Assemblies</b>- regular assemblies that highlight themes such as kindness, respect, and unity, using stories and role models from various backgrounds to emphasise positive attitudes.</li> <li><b>Group Work and Team-Building</b>: Encourage collaborative learning, building friendships and understanding through shared experiences.</li> <li><b>Teaching Core Values through WE CARE</b>- Schools often highlight core values such as kindness, honesty, and respect through stories, discussions, and role models.</li> </ul>	<ul style="list-style-type: none"> <li><b>Buddying</b>- Pairing students to support each other academically and socially creating a sense of responsibility</li> <li><b>Introduce and embed a House System</b></li> <li><b>Review leadership assemblies</b> - WE CARE thread to be delivered by DHT</li> </ul>	RF, GD, AQ, RM, LT, JR

<b>Environment (Federated)</b>	<ul style="list-style-type: none"> <li>• <b>Anti Bullying Policy</b>-promote respect for all students, regardless of race, gender, ability, or background.</li> <li>• <b>Equality Policy</b>-equality and inclusion policy outlines our commitment to treating all students fairly, and this is embedded in the school culture.</li> <li>• <b>Student Council/JLT</b>: students are given a voice in shaping the school community and building cohesion.</li> </ul>	<p><b>Peer intervention:</b> Train students as mediators to help resolve conflicts among peers, promoting peace-building and understanding in everyday school life.</p> <p><b>Peer Mentoring:</b> Older students can mentor younger ones, promoting relationships across age groups and fostering a supportive, inclusive school community.</p> <p>Introduction of school wide Houses</p>	RF, RV
<b>Parents &amp; Community (Federated)</b>	<ul style="list-style-type: none"> <li>• <b>Parent Assemblies</b>-End of term performance assembly linked to RE topic.</li> <li>• <b>School Events</b>- parent involvement and of all backgrounds through regular communication and inclusive events.</li> </ul>	<ul style="list-style-type: none"> <li>• Community Projects</li> <li>• Fundraiser events- cultural days, events,different traditions, languages, and experiences, teaching children to appreciate and celebrate differences.</li> </ul>	Leadership

### Monitoring and Evaluation

**Primary Objective: To foster positive attitudes and relationships and a shared sense of cohesion and belonging in our diverse community**

	2024/25 Academic Year	2025/26 Academic Year	2026/27 Academic Year
Evaluation of Academic Year	<ul style="list-style-type: none"> <li>• GD (DHT) implemented and delivered a series of assemblies half termly each with a focus on WE CARE</li> <li>• AHT implemented House System. Integrated into sports day, end of achievement assemblies and collaborative projects.</li> <li>• House captain roles initiated with training</li> <li>• EAL buddy reading set up across Years 5 and KS1 using home languages as a stem</li> <li>• Student council and JLT were provided with elocution session to develop confidence in speaking out and speaking up</li> </ul>		
Suggested actions for next academic year	<ul style="list-style-type: none"> <li>→ Embed House Captain roles</li> <li>→ Further opportunities of house competitions and buddying</li> <li>→ School environment to celebrate the 4 houses within the school</li> <li>→ DHT to reflect on strengths of the assemblies and ensure consistency for 2025/26</li> </ul>		

→ Train pupils are mediators

## St Stephen's School & Children's Centre

Public Sector Duty: Advance Equality of Opportunity between people who share a protected characteristic and people who do not

Nursery Objective: To promote positive representation of gender stereotypes within Early years

Area of Focus	Current situation	Target/Outcome sought	Responsibility:
<b>Curriculum (Federated)</b>	<ul style="list-style-type: none"> <li>• <b>CPD</b> - initial CPD to encourage awareness among all staff of how they use language to support gender equality across all area of the curriculum.</li> <li>• <b>Planning</b> - to include activities for boys - eg role play builders, superheroes. To include mark-making in these activities.</li> <li>• <b>Core Books</b> - new books introduced which trigger conversations about gender equality.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in unconscious bias - raising of awareness among predominantly female staff of the importance of addressing gender bias in all areas of curriculum.</li> <li>• Weekly activities specifically for boys which include aspect of mark-making.</li> <li>• Greater incidence of conversations with children on the topic of gender roles.</li> </ul>	AD
<b>Environment (Federated)</b>	<ul style="list-style-type: none"> <li>• <b>Equality Policy</b>-equality and inclusion policy outlines our commitment to treating all children fairly, and this is embedded in the school culture.</li> <li>• <b>Display</b> - awareness of images used and ensuring they challenge traditional roles - caring fathers, women in leadership, scientific roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness among all staff of the meaning of equality/equity and how this translates into every day practice with colleagues, parents and children.</li> <li>• Overall culture of Nursery and CC to be immediately apparent through use of images and display.</li> </ul>	AD/JP
<b>Parents &amp; Community (Federated)</b>	<ul style="list-style-type: none"> <li>• <b>Parent Workshops</b> - to include a statement on gender equality - how parents can encourage their boys into caring, helping roles and their girls to have increased aspiration.</li> <li>• <b>International Women's Week</b> - celebrate the role of women in the community through display, workshops and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to have skills to challenge traditional/stereotyped views of gender roles and be able to present an alternative view in a non-confrontational way.</li> <li>• Empower women and girls by presenting powerful figures from history/society.</li> </ul>	JP/MF

## Monitoring and Evaluation

Nursery Objective: To promote positive representation of gender stereotypes within Early years

	2024/25 Academic Year	2025/26 Academic Year	2026/27 Academic Year
Evaluation of Academic Year	<ul style="list-style-type: none"> <li>• Initial CPD September 2024</li> <li>• Weekly planning meetings to include session on boys play</li> <li>• Picture books which address stereotyping in every room.</li> <li>• All staff attended the Newham Early</li> </ul>		

	<p>Years Conference on 6th January 2025 - the focus was 'Celebrating Inclusive Practice'.</p> <ul style="list-style-type: none"> <li>• Additional CPD in staff meetings on promoting diversity and addressing gender stereotyping in the classroom.</li> <li>• New core books introduced to support the development of conversations about traditional gender roles.</li> <li>• Planning now includes weekly focus activities to support boys play.</li> </ul>		
<p>Suggested actions for next academic year</p>	<ul style="list-style-type: none"> <li>→ Review role play provision to include resources that challenge gender bias and support boys play.</li> <li>→ Review the effectiveness of new core books and embed them into the yearly overview.</li> <li>→ Continue with CPD for staff related to unconscious bias.</li> </ul>		