



St. Stephen's School
and Children's Centre
Learning for life

Equalities Policy

This policy is statutory and will be reviewed annually.

	Date	By	Role	Ratified	Date
Version 5	June 2019	Adam Bennett James Frecknall Janet Patterson	Primary DHT Primary AHT Nursery AHT	Governing Body	June 2019
Version 6	June 2020	Janet Patterson James Frecknall	Nursery DHT Primary AHT	Governing Body	
Version 7	February 2021	Janet Patterson James Frecknall	Nursery DHT Primary AHT	Governing Body	March 2021 (Owing to COVID Lockdowns)
Version 8	February 2022	Janet Patterson James Frecknall	Nursery DHT Primary AHT	Governing Body	

Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and enable our pupils to achieve above national expectations. We make sure we do not disadvantage anyone in our school. We use the following information from Analyse School Performance (ASP).

Basic Characteristics

Characteristic	National 2020	School
No. pupils on roll Autumn Term 2021	282	622
Gender composition % girls	49%	47%
% of pupils eligible for free school meals FSM	23%	25.5%
% of pupils from minority ethnic groups	33.8%	96%
3 largest ethnic groupings:		Pakistani/Indian/ Bangladeshi
% of pupils for whom First language is other than English	21.2%	94.4%

Ethnic groups

	St Stephen's (%)	National (%) - <small>https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics</small>
White		
White- British	0.9	64.9
Other	2.9	6.8
Mixed		
White and black Caribbean	0.9	1.6
White and Asian	1.8	1.5
Other	0.48	2.4
Asian or Asian British		
Indian	26.5	3.3
Pakistani	32.6	4.5
Bangladeshi	23.8	1.8
Other	3.9	1.9
Black or Black British		
African	1.8	3.9
Other	0.9	0.8
Other ethnic group	3.3	1.8

Main SEN Type (Federation)

	St Stephen's
Specific Learning Difficulty	8
Moderate Learning Difficulty	1
Severe Learning Difficulty	1
Profound & Multiple Learning Difficulty	0
Social, Emotional and Mental Health	4
Speech Language & Communication Needs	57
Hearing impairment	0
Visual Impairment	2
Physical disability	2
Autistic Spectrum Disorder	19
Complex	2
Other Difficulty/Disability	0

Analysis/comments:

Analysis of the school population:

The percentage of pupils from ethnic groups and the number who speak English as an additional language at our school are well above the national average, with a significant minority at the early stages of language acquisition.

Our school SEND levels are in line with national levels.

Attendance*

*Due to COVID, the current picture of attendance is considered a fairer representation of attendance, even though it is a mid-year picture. The academic year 2020/21 does not provide a fair representation of attendance at St. Stephen's.

September 2021-Spring 2022	% of sessions missed due to overall absence		% of persistent absentees - absent for 10% or more sessions	
	St Stephen's	National	St Stephen's	National *last available data
	7.8%	12%	4.2%	8.7%

Analysis/comments:

Things we have done well this year:

- Effective attendance policy in place.
- DHTs responsible for attendance monitoring and ensuring procedures for low attenders are implemented.
- Parents of pupils whose absence falls below the school target are notified by letter.
- The Deputy Head arranges appointments with parents of children whose attendance does not improve.
- Embedded procedures to support children with persistent low attendance include appointments with a Children's Centre Family Support Worker.
- Extended holiday applications will only be approved if attendance is at school standard, and for no more than 5 days, up to once every 2 years. Parents who wish to take their children away during term time must produce travel tickets for proof of return.

Things we would like to improve next year:

- Continue to develop further strategies to improve attendance of HNF pupils re: assimilating into main school attendance procedures.
- SENDCO and attendance leads track attendance data and contact parents where necessary to see what support can be offered.
- Use of borough fining procedures
- Monitoring low percentage attenders context
- Continue to support families impacted by COVID and reintegrating them back into school

SECTION 2

Advance Equality of Opportunity between those people who share a protected characteristic and those who do not - Equality Act 2010

As a fully inclusive school, we provide equal access to education and promote achievement and attainment for all children. We use information (data) to help us do this.

Attainment Data

This is how our school compares at the end of each Key Stage

St Stephen's School End of Key Stage Results

Please note - COVID impact means that the last official data is taken from 2019.

EYFS- (15th in Newham)

	% of pupils expected or exceeding	2019	National
	Good level of development	82%	71%
Prime Learning Goals	Communication and language	87%	82%
	Physical Development	90%	87%
	Personal, Social and emotional Development	89%	85%
Specific Learning Goal	Literacy	83%	73%
	Mathematics	87%	78%
	Understanding of the world	88%	84%
	Expressive arts and design	93%	87%

Year 1 phonics (7th in Newham)

	2019	National
Phonics year 1 Screening	93%	82%
Phonics year 2 retakes	83%	61%

End of Key Stage 1 (3rd in Newham)

	2019	National
% of pupils achieving EXS		
Reading	89%	75%
Writing	91%	70%
Mathematics	94%	76%
R + W + M	87%	
% of pupils achieving GDS		
Reading	51%	26%
Writing	47%	16%
Mathematics	58%	22%

Year 4 Multiplication Tables Check

	2019	National
MTC Year 4	AV24.4/25	Trial

End of Key Stage 2

	2019	National
% of pupils achieving EXS		
Reading	98%	73%
Grammar Punctuation and Spelling	100%	78%
Writing	95%	78%
Mathematics	100%	79%
R + W + M	93%	65%
% of pupils achieving Higher Standard		
Reading	71%	28%
Grammar Punctuation and Spelling	92%	36%
Writing (TA)	61%	20%
Mathematics	80%	23%

Average scaled score per pupil

	2019	National
Reading	112.5	104.4
GPS	116.6	106.3
Mathematics	112.8	105.0

This is how different groups in our School achieve at the end of Year 6 by Gender, Ethnicity and Educational Need.

	End of Key Stage 2 Outcomes for Different Groups in Our School	Eng/Maths Combined School-Expected	Eng/Maths Combined National - Expected
Gender	Girls	97	69
	Boys	90	61
Ethnicity	Asian - Indian	100	76
	Asian - Pakistani	100	61
	Asian - Bangladeshi	88	69
	Asian - Any Other Asian Background	60	72
	Black- African	100	66
	Any other minority ethnic group	100	61
Special Educational Need	No Special Educational Needs	95	94
	SEN Support	74	24
Disadvantaged pupils		93	51

At St. Stephen's, we recognise the impact that COVID 19 has had on our school community and our School Development Plan has been redesigned to align with the elements we feel have been most affected. This ensures our commitment to equality for all, allowing those most in need to flourish in a post-covid society.

ST STEPHEN'S SCHOOLS DEVELOPMENT PLAN 2021 2022	
SECTION 1:FEDERATED CURRICULUM	
To deepen and extend St. Stephen's curriculum so that knowledge and skills are sequenced and can be gained, developed, remembered and embedded within each stage of learning through planning.	
SECTION 2: FEDERATED PHYSICAL DEVELOPMENT	
To deepen and widen the range of physical activities to support healthy and happy learners	
SECTION 3:FEDERATED MENTAL DEVELOPMENT	
For children to understand the factors that affect their mental health and use the tools taught to have the confidence to express their feelings unprompted.	
SECTION 4:BSiL Children's Centre	
a)Post Covid -19 Recovery	<ul style="list-style-type: none"> Focus within all groups is an aspect of physical activity, vocabulary and songs and rhymes.
b)Health	<ul style="list-style-type: none"> Re-introduce Healthy Snack and 'Fabulous Fruit and Veg' sessions. Introduce music and dance sessions with focus on world music. All sessions include vigorous physical activity. Myth buster leaflet.
c)Embed Speech and Language and early reading	<ul style="list-style-type: none"> Take home messages at the end of all sessions Structured programme for parents of two year olds. Embed Bookstart sessions across the CC and Nursery.
d) All targeted Early Help work to be recorded using family support module and Azeus	<ul style="list-style-type: none"> To develop a tracking system across the federation to monitor and support vulnerable families. Develop a leaflet for parents 'New to Newham'. Develop an overview of families across the federation which would benefit from mental health support and measure impact of interventions.
e)Diversity	<ul style="list-style-type: none"> Introduce music and dance sessions with focus on world music. Session plans to include activities related to gender equality. Tolerance, inclusion and acceptance of others.

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken
Teaching and Learning:	<ul style="list-style-type: none"> Rigorous monitoring programme of the quality of teaching and learning by SLT. CPD based on appraisal targets. Equity is embedded into the curriculum and diversity is celebrated through our culturally inclusive skills and knowledge based curriculum Biennial Parent Curriculum evenings, with additional meetings to support parents during the COVID recovery. Signposting to adult education classes and services provided by the Children's Centre. Variety of whole school events such as World Book Day, themed weeks, Mums' and Dads' Mornings. Enrichment activities for all pupils including parent workshops and educational visits.

	<ul style="list-style-type: none"> • More able pupils attend additional visits to support their learning. • SEN pupils attend additional visits to support their learning. • Programme for new reception 'school readiness' workshops. • Pupils in receipt of HNF are differentiated for. All other pupils are expected to reach school expected standards through pre-teaching, intervention and high expectations. • The belief across the Federation is that every child 'can'. • Curriculum overviews on the school website. • Parent child homework projects. • Festivals from a range of religions are studied and celebrated.
Admissions and Transfer:	<ul style="list-style-type: none"> • Effective transition programme in place to support children when they move from home to Nursery and from Nursery to Year R classes. • Home visits for everyone new to Nursery and Reception, and where necessary elsewhere. • Referrals made to relevant agencies before children start school to ensure appropriate support is in place. • Teddy Bears picnic for the new entrants from the nursery and other schools in July. • Meetings for parents in June/July whose children are entering Reception class in the new academic year. • Families of mid-phase pupils are given a tour of the school, a welcome booklet and prospectus pre-entry. • All pupils entering mid-phase have a learning mentor who will meet them at the front entrance, assign them a class buddy, take them for a walk around school and begin a 6 week induction programme. This is monitored by the mid-phase team. • Mid-phase pupils are given welcome packs to take home. • Mid-phase pupils are given an EAL assessment if needed, with ongoing monitoring and tracking by the Phonics lead. • Secondary school transition.
Participation :	<ul style="list-style-type: none"> • Weekly learning library available for parents and children to access books and resources. This includes a range of dual language books, CDs, games and DVDs. • Members of staff that speak a variety of local community languages. • Curriculum provides equal opportunities for boys and girls. • Children attend visits to a variety of places of worship and a programme of visitors from different faiths is in place across the school. • Fully inclusive of children with additional needs. • Termly SEND parent forums. • Parents join educational visits. • Parents are signposted to a wide range of activities through the Children's Centre. • Termly Governors open mornings/afternoons. • Two annual fundraising events. • Volunteer programme
Student progress:	<ul style="list-style-type: none"> • Regular observations of all staff. • Attainment walks and environment sweeps. • Termly report cards and an annual mid-year detailed report. • SEND parent meetings held once a term. • Meetings are arranged with senior staff for parents of pupils who are not making the school's expected levels of progress. • Learning Mentors work one-to-one with pupils who are experiencing emotional or social difficulties. • Termly pupil progress meetings between staff, AHTs and Head teacher where teachers are made accountable for the progress of each individual child.

	<ul style="list-style-type: none"> ● Pupil Progress Meetings ensure attainment and progress is tracked in relation to gender and ethnic groups. ● Headteacher and Deputy Headteacher meetings with key children and their parents. ● Well being is central to RHE planning and supports children with low self-esteem
Flexible curriculum arrangements	<ul style="list-style-type: none"> ● Immersive learning model allows teachers to plan for the subjects that truly interest their children and inspire a love for learning. ● Immersive learning model supports funded pupils within their integration into the classroom. ● SEND Hub learning for those who need it. ● Core books include those that will interest all. ● When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups and the Protected Characteristics. ● Gender neutral displays and themed areas are promoted in Early Years. ● Reasonable adjustments for HNF children. ● Accessibility plan. ● Books in classroom book corners support appropriate relationship education.

Analysis/comments:

Areas school has developed this year:

Full implementation of the RHE Curriculum, ratified by Governors having followed the full consultation process.

Creation of a new SEND Team across the Federation to ensure consistency of offers and open communication.

Immersive Learning model launched fully within school.

Areas we would like to improve next year:

Gender Bias as a focus for the Equalities Team, working with pupils, staff and parents.

To ensure that RHE is fully embedded and impactful through the Equalities Working Party monitoring. (See Action Plan)

3.Foster Good Relations Between People who share a Protected Characteristic and those who do not - Equality Act 2010

Our school community is a welcoming and safe environment for all who come here. We foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> ● Recording of incidents in pupil wellbeing books/SAFEGUARD system ● Half Termly wellbeing meetings. ● Termly Monitored Log meetings ● Learning mentors support key children. ● Members of leadership are visible at key times of the day. ● RHE
Student Voice: Article 12: Every child has the right to have a say in all matters affecting them	<ul style="list-style-type: none"> ● The school has a Junior Leadership Team consisting of a Head Girl and Boy and a Deputy Head Girl and Boy. ● The Junior Leadership Team meet with the Headteacher and Deputy Head teachers regularly. ● Student council hold regular meetings and seek the views of the pupils. ● The Student Council meet with leadership on a termly basis as Rights Respecting Ambassadors ● Play Leaders manage playground conflicts where possible ● We have an annual pupil questionnaire ● Head and Deputy Head's 'High Tea' with pupils ● RRSA Article 12 Group ● Article 13 Lessons implemented to support the discussion and debate on world issues.
Positive Imagery:	<ul style="list-style-type: none"> ● Promote an understanding of diverse cultures through the broad and balanced curriculum and the RHE curriculum studied by the children, and we reflect this in the displays of work around the school. ● Displays include labels/captions in a variety of languages. ● All corridor displays have an article from the UN Convention of the Rights of the Child ● Inclusive diversity displays, including themed weeks ● Artefacts and artwork representing different cultures and faiths. ● Languages spoken display
Community Links:	<ul style="list-style-type: none"> ● Pupil's awareness of themselves as members of the school, local, national and global communities is developed in many ways e.g. The Rights Respecting Schools Award, links to other schools, fund raising, assemblies, PSHE, RHE, Student Council, visits to the local hospice and themed days. ● Senior support staff offer parenting programmes. ● Federated with the Nursery and Children's Centre that provides services to the community e.g. health advice, family learning, midwifery and activities for under 5s. ● RRSA review and re-application for Gold Level.
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> ● Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, we celebrate within our school community a range of festivals. For example; Harvest, Eid, Christmas and Diwali. ● Resources reflecting a variety of religious traditions and cultures. ● The school celebrates its diversity through events such as themed weeks and disability awareness. ● Pupils have the opportunity to visit a variety of places of worship. ● The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. For example, all children have access to the full range of the curriculum. If a child's religion has a

	<p>bearing on dress, the school will deal with each case sensitively and with respect for the child's cultural traditions.</p> <ul style="list-style-type: none"> ● Resilience to radicalisation, with staff training taking place annually ● RHE Curriculum design ensures an age-appropriate delivery of topics in line with the policy.
Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> ● Commitment to providing an environment that allows disabled children full access to all areas of learning. ● Teachers modify teaching and learning as appropriate for children with disabilities. ● Family Support Workers based in the Children's Centre. ● The school has an accessibility plan. ● Children with complex needs are supported by their full year group team ● Learning mentors in school work effectively with children to break down barriers to achievement ● Individual timetable for pupils in receipt of High Needs Funding.
Partnerships with Parents:	<ul style="list-style-type: none"> ● Open door policy ● Parent open evenings and parent consultation days ● Parent survey ● HT/DHT individual parent meetings and round table meetings ● HT year group Q&As ● Children's centre provides ESOL, parenting classes and adult learning.

Analysis/comments:

<p>Areas school has developed this year:</p> <ul style="list-style-type: none"> ● Continue to further links with London MET police to work with pupils ● Produced and ratified a policy for the new RHE statutory curriculum, implemented in April 2021 ● Completed a review of the curriculum ensuring it is fit for societal changes following COVID-19
<p>Things we would like to improve next year:</p> <ul style="list-style-type: none"> ● Continue to review all resources used for teaching to reflect both the local community in which we live as well as our wider society ● Ensure all displays reflect our local culture and have a balance of role models for all children to aspire to ● Widen the equalities working party to ensure that the Federated practises are reviewed regularly and with purpose

4. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	<ul style="list-style-type: none"> ● There have been no exclusions to date. ● Use of borough behaviour support for key pupils
Victimisation and Discrimination:	<ul style="list-style-type: none"> ● No recorded incidents to date. ● Instances of bullying, including racial discrimination are extremely rare and dealt with swiftly ● The school has effective policies and procedures in place for equal opportunities, behaviour and racial and disability discrimination. <ul style="list-style-type: none"> ○ These are known to staff and Governors and rigorously followed.
Monitoring of incidents:	<ul style="list-style-type: none"> ● Any incidents of racism, sexism and discrimination of any form are recorded in online 'Well Being Books' and 'Reflection Files'. ● These are monitored rigorously on a half termly basis by Leadership.
Anti-Bullying and Harassment:	<ul style="list-style-type: none"> ● Anti-Bullying Day. ● Weekly Head teacher/Deputy Head teacher's assemblies address issues such as friendship, equality, anti-bullying, children's rights and self-awareness. ● We review our Positive Behaviour Policy and Anti-Bullying Policy annually. ● Sexual Harassment and Abuse systems logged and reviewed on a termly basis.
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> ● RHE curriculum fully implemented and being taught across the Federation ● Online safety training across the school for staff and pupils. ● Lunchtime supervisors receive training on how to deal with behaviour incidents and promote playground harmony from the senior support staff and Inclusion manager. ● Education assistants, Teachers and Children's Centre staff have received positive handling training. ● Newly Qualified Teachers receive related CPD training as part of their induction programme. ● Pupil monitors and playtime buddies receive annual training. ● Whole Federation Approach re: Culture of Safeguarding and 'It could happen here.'

Analysis/comments:

<p>Areas school has developed and enhanced this year:</p> <ul style="list-style-type: none"> ● Full RHE implementation across the Federation ● RHE training for all staff ● Counselling service for all staff ● Coaching for leadership ● Regular staff bulletins and information re:
<p>Things we would like to improve next year:</p> <ul style="list-style-type: none"> ● Continue to embed counselling procedures including supervision, coaching and mentoring ● Work with in school therapists to support the potential increase in wellbeing issues for children and staff. ● Improve Borough connections in relation to CAMHS offers ● Work closely with the Borough re: local offer for RHE

5.Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council and Junior Leadership Team:	<ul style="list-style-type: none"> ● The student council is elected every academic year. ● A Junior Leadership team is chosen by the HT, DHT and present JLT members. Selection is based on application and interview. ● Representatives reflect the diversity of the school population.
Pupil voice: <i>Article 12: Every child has the right to have a say in all matters affecting them</i>	<ul style="list-style-type: none"> ● We carry out an annual pupil survey. ● The student council collates the results and plan actions into their regular meetings. ● Level 2 Rights Respecting Schools Award ● Pupil Consultation on incoming RHE curriculum ● Article 12 Focus Group for RRSA ● Article 13 Lessons
Parents/Carers:	<ul style="list-style-type: none"> ● Increased parent consultation ● Equalities policies on the website ● Issues arising from our parent survey are addressed ● SEN parent forum ● Parent evenings ● Parent meetings ● HT Q&A
Staff:	<ul style="list-style-type: none"> ● Issues arising from our staff survey are addressed. ● These are fed back at staff meetings. ● Staff CPD ● Staff Forum ● Wellbeing policy ● COVID-19 Wellbeing concerns addressed and acted upon
Local community:	<ul style="list-style-type: none"> ● Local Links e.g. Education psychology service, NHS, community police and social care, library ● The school holds a bi-annual careers evening to raise aspirations for our pupil's future.
Governors:	<ul style="list-style-type: none"> ● We hold termly governors' open days where governors are invited to see lessons and meet with senior leaders. ● All school policies are ratified by the governing body.
Satisfaction with our service:	<ul style="list-style-type: none"> ● Our annual parent questionnaire shows a very positive response to the service the school provides.

Workforce - staffing and training

We produce a workforce census annually. Data is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer however schools exercise a responsibility as direct employer. We have adopted Local Authority HR Policies related to Recruitment in other areas of employer responsibility. On analysis of our census we take into account the protected characteristic age.

We currently have over 115 employees.

Having scrutinised the workforce census the leadership team and governors are committed to the following areas.

Area of focus	Significant information that we can address for following year
Promoting opportunity	<ul style="list-style-type: none">• Annual Staff Survey with action plans made in accordance• The school workforce reflects the cultural diversity of the school community• Federation staff meetings, including Day Care
Fostering good relations	<ul style="list-style-type: none">• Staff wellbeing meetings• Health and attendance wellbeing meetings• Supervision for EY staff, Learning Mentors and other key staff• Wellbeing policy, including workload review
Prohibiting harassment	<ul style="list-style-type: none">• We hold policies which are adopted from the Local Authority HR which are in place and reviewed