



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 1 | June 2015 | Neena Lall Adam Bennett Janet Mantey | Headteacher Primary DHT Nursery DHT | Governing Body | July 2015 |
| Version 2 | June 2016 | Adam Bennett Janet Mantey | Primary DHT Nursery DHT | Governing Body | July 2016 |
| Version 3 | June 2017 | Adam Bennett Janet Patterson | Primary DHT Nursery AHT | Governing Body | July 2017 |

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 Raiseonline.

Basic Characteristics

| | St Stephen's | National |
|---|--------------|----------|
| % Girls | 48.3 | 49.0 |
| % Eligible for Free school meals | 35 | 25.2 |
| % of pupils from minority ethnic groups | 100 | 31.6 |
| % of pupils first language believed not to be English | 100 | 20.1 |
| % of pupils special needs | 10 | 12.1 |
| % of pupils with an SEN statement or EHC plan | 0.0 | 1.3 |

Ethnic groups

| | St Stephen's | National |
|-------------------------------|--------------|----------|
| White | | |
| White- British | 0.8 | 69.3 |
| Other | 1.8 | 5.6 |
| Mixed | | |
| White and black Caribbean | 0.3 | 1.5 |
| White and Asian | 0.8 | 1.2 |
| Other | 0.5 | 1.9 |
| Asian or Asian British | | |
| Indian | 30.2 | 2.8 |
| Pakistani | 32.2 | 2.2 |
| Bangladeshi | 18 | 1.7 |
| Other | 5.9 | 1.7 |
| Black or Black British | | |
| African | 6.4 | 3.7 |
| Other | 0.5 | 0.7 |
| Other ethnic group | 2.3 | 1.7 |

Main SEN Type

| | St Stephen's |
|---|--------------|
| Specific Learning Difficulty | 2 |
| Moderate Learning Difficulty | 3 |
| Severe Learning Difficulty | 0 |
| Profound & Multiple Learning Difficulty | 1 |
| Social, emotional and mental health | 7 |
| Speech Language & Communication Needs | 25 |
| Hearing impairment | 1 |
| Visual Impairment | 1 |
| Physical disability | 1 |
| Autistic Spectrum Disorder | 2 |
| Other Difficulty/Disability | 2 |

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.

Attendance

| Academic Year 2016 | % of sessions missed due to overall absence | | % of persistent absentees - absent for 10% or more sessions | |
|-----------------------|---|----------|---|----------|
| | St Stephen's | National | St Stephen's | National |
| | 4.4% | 3.9% | 10.8% | 8.8% |

Analysis/comments:

Things we have done well this year:

- We have a strong attendance policy in place.
- Monthly Attendance meetings are carried out by DHT and School office clerk.
- 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.
- We have developed procedures to reduce the rate of persistent offenders, tracking monthly with monthly letters home.
- Extended holiday not approved for pupils with less than 98% attendance.
- Raised monthly percentages for attendance targets.

Things we would like to improve next year:

- Investigate strategies to improve attendance of HNF pupils re: External appointments.
- Limit approved extended holidays to once every two years maximum.
- Raise persistent attenders attendance target in line with school target.

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 Targets 2015 2016

EYFS

| | % of pupils expected or exceeding | 2015 | 2015 National | 2016 Outcomes | 2016 National |
|------------------------|--|------|---------------|---------------|---------------|
| | Good level of development | 79% | 61% | 81% | |
| Prime Learning goals | Communication and language | 90% | 83% | 91% | |
| | Physical Development | 94% | 90% | 96% | |
| | Personal, Social and emotional Development | 95% | 87% | 95% | |
| Specific Learning goal | Literacy | 85% | 66% | 85% | |
| | Mathematics | 87% | 77% | 88% | |
| | Understanding of the world | 92% | 86% | 93% | |
| | Expressive arts and design | 93% | 86% | 93% | |

Year 1 phonics

| | 2015 | National | 2016 Outcomes Pass mark = 32 | 2016 National |
|--------------------------|------|----------|------------------------------|---------------|
| Phonics year 1 Screening | 97% | 77% | 91% | |
| Phonics year 2 retakes | 67% | 64% | 50% 4 pupils | |

End of Key Stage 1

| | 2015 | National | 2016 Outcomes | 2016 National |
|-------------------------------|------|----------|---------------|---------------|
| % of pupils achieving APS 12+ | | | | |
| Reading | 95% | 90% | | |
| Writing | 97% | 88% | | |
| Mathematics | 98% | 93% | | |
| % of pupils achieving APS 14+ | | | % of EXS | |
| Reading | 95% | 82% | 97% | |
| Writing | 86% | 72% | 97% | |
| Mathematics | 93% | 82% | 97% | |
| % of pupils achieving APS 18+ | | | % of GDS | |
| Reading | 42% | 32% | 53% | |
| Writing | 34% | 18% | 37% | |
| Mathematics | 39% | 26% | 58% | |

End of Key Stage 2

| | 2015 | National | 2016 Outcomes | 2016 National | |
|---|------|----------|-----------------|---------------|-----|
| % of pupils achieving APS 24+ | | | | | |
| Reading | 97% | 89% | | | |
| Grammar Punctuation and Spelling | 95% | 80% | | | |
| Writing | 93% | 87% | | | |
| Mathematics | 97% | 87% | | | |
| English and maths combined | 93% | % | | | |
| % of pupils achieving APS 26+ | | | % of EXS | | |
| Reading | 95% | 80% | 97% | 66% | |
| Grammar Punctuation and Spelling | 95% | 73% | 97% | 72% | |
| Writing | na | na | 93% | 74% | |
| Mathematics | 95% | 77% | 97% | 70% | |
| Combined Reading, Writing and Mathematics | | | 93% | 53% | |
| % of pupils achieving APS 30+ | | | % of GDS | | |
| Reading | 88% | 48% | | | |
| Grammar Punctuation and Spelling | 95% | 55% | | | |
| Writing | 59% | 36% | | | 72% |
| Mathematics | 81% | 41% | | | |
| English and maths combined | 51% | % | | | |
| % of pupils achieving APS 36+ | | | | | |
| Reading | 0% | 0% | | | |
| Grammar Punctuation and Spelling | 14% | 4% | | | |
| Writing | 3% | 2% | | | |
| Mathematics | 17% | 9% | | | |

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 | Eng/Maths Combined School- | Eng/Maths Combined |
|--|---------------------------------------|-------------------------------|

| | School | Expected | National - Expected |
|--------------------------|------------------------------------|----------|---------------------|
| Gender | Girls | 90 | 49 |
| | Boys | 97 | 57 |
| Ethnicity | Asian - Indian | 94 | 53 |
| | Asian - Pakistani | 94 | 53 |
| | Asian - Bangladeshi | 100 | 53 |
| | Asian - Any Other Asian Background | 100 | 53 |
| | Black- African | 83 | 53 |
| | Any other minority ethnic group | None | 53 |
| Special Educational Need | No Special Educational Needs | 100 | 61 |
| | School Action | 33 | 53 |
| Free School Meal | | 90 | 59 |
| Disadvantaged pupils | | 90 | 60 |

Analysis/comments:

- **Federated Target:** To develop strong family community partnerships that foster higher educational aspiration and motivated children.
- **Reception and Year 1:** To promote a passion for reading through developing mastery of key skills.
- **Years 2 and 3:** To ensure that all children can confidently use joined handwriting.
- **Years 4 and 5:** To ensure that all children are using a wide range of punctuation correctly.

Areas we would like to improve next year:
Continue to work on the above areas

Promoting Opportunities for Our School Community:

| Examples | Steps the School has Taken (Case Studies) |
|--------------------------|--|
| 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 creative curriculum. • We hold biennial Parent Curriculum evenings • Parents receive half-termly parent information booklets linked to the creative curriculum topics. • We signpost adult education classes and services provided by school's children's centre. • We hold a variety of school events such as World Book Day, One World Day, Mums' and Dads' Mornings. • We provide enrichment activities for all pupils including parent workshops and educational visits. • More able pupils go on additional visits to support their learning. • SEN pupils go on additional visits to support their learning. • HNF pupils are differentiated to. All other pupils are expected to reach school expected standard through pre-teaching, intervention and high expectations. • Topic overviews on the school website. • Parent child homework projects. |
| Admissions and Transfer: | <ul style="list-style-type: none"> • We have an effective transition programme in place to support children when they move from Nursery to Year R classes. • Home visits where necessary. • Referrals made to relevant agencies before children start school to ensure appropriate support is in place. • We hold a Teddy Bears picnic for the new entrants from the nursery and other schools in July. • We hold a meeting for parents in June whose children 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. • For new pupils entering mid-phase, on their first day a learning mentor meets them at the front entrance, assign them a class buddy, take for a walk around school and begin a 6 week induction programme. This is monitored by an AHT. • Mid-phase pupils are given welcome packs to take home. • Mid-phase pupils are given an EAL assessment if needed. • Secondary school transition. |
| Participation : | <ul style="list-style-type: none"> • We run a 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. • Festivals from a range of religions are celebrated. |

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|----------------------------------|---|
| | <ul style="list-style-type: none"> • We have members of staff that speak a variety of local community languages. • Our curriculum reflects the interests of both boys and girls. • Children have made visits to a variety of places of worship. • We are fully inclusive of children with additional needs. • Parents join educational visits. • Parents are signposted to a wide range of activities through the children's centre. • We hold termly Governors open mornings/afternoons. • We hold at least two annual fundraising events where parents are involved in the organisation. • Volunteer programme |
| Student progress: | <ul style="list-style-type: none"> • Regular observations of all staff. • Learning walks x 5 • We send out termly report cards and an annual mid-year detailed report. • We hold Parents Open evenings every 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, AHT assessment coordinator and Head teacher where teachers are made accountable for the progress of each individual child. • 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. |
| Flexible curriculum arrangements | <ul style="list-style-type: none"> • We ensure that our core books and topics include those that will interest both boys and girls. • When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups. • Gender neutral displays and themed areas are promoted in Early Years • Reasonable adjustments for HNF children • Accessibility plan |

Analysis/comments:

Areas school has developed this year:
Reviewed teaching and learning policy
Reviewed assessment tracking systems and more rigorous individual pupil progress meetings.

Areas we would like to improve next year:

Boys writing at greater depth

Leadership Q & A

Triple P Parenting classes

Parent guide

Year 3 sleepover

Health Event in line with Primary School parents evening

Review admission booklet for nursery to include independence

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 Vulnerable Log meetings • Learning mentors support key children. • Members of leadership are visible at key times of the day. |
| 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 who hold regular meetings and seek the views of the pupils. • The Student Council meet with leadership on a termly basis. • Play Leaders manage playground conflicts where possible • We have an annual pupil questionnaire • Head and Deputy Head's 'High Tea' with pupils |
| Positive Imagery: | <ul style="list-style-type: none"> • We promote an understanding of diverse cultures through topics 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 • 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 |

| | |
|---|---|
| | <p>Rights Respecting Schools Award, links to other schools, fund raising, assemblies, PSHE, Student Council, visits to the local hospice and themed days.</p> <ul style="list-style-type: none"> • Senior support staff offer parenting programmes. • We are 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. • Part of Tollgate teaching Alliance. • RRSA |
| 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. • We have resources reflecting a variety of religious traditions and cultures. • The school celebrates its diversity through events such as Literature Festival 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 bearing on dress, the school will deal with each case sensitively and with respect for the child's cultural traditions. • Resilience to radicalisation |
| Removing Barriers and Reasonable Adjustments: | <ul style="list-style-type: none"> • The school is committed 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. • The School has Family Support Workers based in the Children's Centre. • The school has an accessibility plan. • Children with complex needs are given one-one support. • Learning mentors in school work effectively with children to break down barriers to achievement • Differentiated planning including provision for more able and SEN. |
| 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 • Children's centre provides ESOL, parenting classes and adult learning classes. |

Analysis/comments:

Areas school has developed this year:

- RRSA level 2 assessment
- Developed stronger links with local religious leaders in the community
- Begun working with the SAFEGUARD digital wellbeing system

Things we would like to improve next year:

- Safeguard digital wellbeing system (cross federation) and wellbeing books
- Safeguarding CPD for new appointments

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. |
| Victimisation and Discrimination: | <ul style="list-style-type: none">• No recorded incidents to date.• The school has effective policies and procedures in place for equal opportunities, behaviour and racial and disability discrimination.• 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 'Well Being Books' and 'Sanction 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. |
| Training and awareness raising about discrimination and bullying issues | <ul style="list-style-type: none">• Our PSHE curriculum promotes awareness of these issues.• Drug and e-safety training.• Lunchtime supervisors receive training on how to deal with behaviour incidents and promote playground harmony from the senior support staff and Inclusion manager.• We have had a visiting educational drama and dance groups in school to promote anti-bullying and discrimination.• Education assistants 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. |

Analysis/comments:

Areas school has developed this year:

- Termly meetings and training for lunch time supervisors
- Continued to improve parents knowledge of e-safety/prevent issues
- RRSA Level 2
- Develop a programme of drug awareness
- Leadership have attended training on DV, FGM and CSE

Things we would like to improve next year:

- Leadership talks: radicalisation, SRE, Child protection, bias in the press
- Headstart mental health programme
- 'A Place to Share,' counselling service for parents
- NSPCC Assemblies
- AHT to attend Parent Protect at Sheringham children's centre

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: | <ul style="list-style-type: none">• We carry out an annual pupil survey.• The student council collate the results and plan actions into their regular meetings. |
| Parents/Carers: Article 12: Every child has the right to have a say in all matters affecting them | <ul style="list-style-type: none">• Friends of St Stephens.• Equalities policies on the website• Issues arising from our parent survey are addressed• SEN parent forum• Parent evenings• Parent meetings |
| Staff: | <ul style="list-style-type: none">• Issues arising from our staff survey are addressed.• These are fed back at staff meetings.• Staff CPD |
| Local community: | <ul style="list-style-type: none">• Local Links e.g. Education psychology service, NHS, community police and social care.• 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, CPD and other areas of employer responsibility. On analysis of our census we take into account the protected characteristic age.

We currently have over 100 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 wellbeing meetings Supervision for EY staff and Learning Mentors |
| 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 |