



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values

Excellence - we are a church school committed to the highest standards in everything we do

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally

EQUALITY INFORMATION AND OBJECTIVES STATEMENT FOR PUBLICATION

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated and approved	SLT	September 2022	✓
Next Review	SLT	September 2025	

Equality Information and Objectives Statement for Publication

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) publishing information that demonstrates that we have due regard for the need to:

- **eliminate discrimination and other conduct** that is prohibited by the Equality Act 2010.
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **foster good relations** across all characteristics – between people who share a protected characteristic and people who do not share it.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We hold regular meetings with parents to discuss changes and improvements that have been made in this area and to take suggestions for future development.

- We have a dedicated parent diversity group that works alongside the teaching body to ensure representation reflective of our school and local community
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have, their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We readily embrace our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

For our pupils, we also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement, which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys and girls in certain subjects.

3. Roles and responsibilities

The governing board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The Diversity governor is Rain Newel-Lewis. They will:

- meet with the designated member of staff for diversity every term and other relevant staff members, to discuss any issues and how these are being addressed.
- ensure they're familiar with all relevant legislation and the contents of this document.
- attend appropriate equality and diversity training.
- report back to the full governing board regarding any issues.

The headteacher will:

- promote knowledge and understanding of the equality objectives among staff and pupils.
- monitor success in achieving the objectives and report back to governors.

The designated member of staff for diversity (Luke Faith) will:

- support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- meet with the diversity link governor every term to raise and discuss any issues.
- meet with the diversity parent group regularly to raise and discuss any issues.
- support the headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 11.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information on the Equality Act as part of their induction, and all staff receive refresher information every September through the revised Code of Conduct along with regular training including from Black Books Matter to both staff and governors in 2022.

The school has designated members of staff for monitoring equality/diversity issues, and a diversity link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DFE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities).
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- encouraging people who have a particular characteristic to participate fully in all activities (e.g. encouraging all pupils to be involved in the full range of school activities).

In fulfilling this aspect of the duty, the school will:

- publish attainment data each academic year showing how pupils with different characteristics are performing.
- monitor the attainment and progress of all pupils against different characteristics and set targets to improve attainment and progression where necessary.
- make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist bullying).
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.
- identify and address barriers to the participation of particular groups in learning and other activities making reasonable adjustments where necessary.
- develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required.
- support pupils to build their sense of identity and belonging, helping them to flourish within their communities and as citizens in a diverse society.
- involve all learners, parents/carers, their families and staff in initiatives and interventions to improve outcomes for particular groups including the diversity parent group.
- link with groups, organisations and projects in the local community.
- discuss aspiration and career ambitions in a neutral way providing access to books that challenge outdated images and ideas about careers.
- ensure newly arrived learners are made welcome and fully inducted into school life.
- aim to provide equality/diversity training for our staff and governors. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- have a school Behaviour and Emotional Wellbeing Policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability.
- deal promptly and effectively with all incidents and complaints of racism, bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- have a SEND Policy and Information Report that outlines the provision the school makes for pupils with special educational needs and disabilities.

- have an Accessibility Policy and Plan that supports all members of our school community to reach their potential through full access to all areas of school life.
- have an Admissions Policy, set out by the governing body, giving priority to pupils with SEND and those in care.
- have a Complaints procedure setting out how we deal with any complaints relating to the school.
- aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- aim for staff appointments to reflect our multicultural society.
- have procedures for addressing staff discipline, conduct and grievances.
- have a staff code of conduct that states clearly that discrimination or prejudices of any kind will not be tolerated.
- continue to develop and review a curriculum that supports all pupils to understand, respect and value difference and diversity challenging stereotypes.
- provide all pupils with opportunities to learn about the experiences and achievements of different communities, cultures and people with different characteristics.
- promote the understanding of difference and additional needs including SEND through circle time, Relationship and Health Education (RHE) and Collective Worship, special awareness days, fundraising events, through our books and stories.
- be quick to deal with prejudices and any incidents of bullying or harassment based on differences, involving parents and keeping a record in order to inform governing body and Local Authority.

Disability

We are committed to working for the equality of people with and without disabilities. In addition to the areas outlined above, we also:

- annually review our Accessibility Policy and Plan to ensure that all physical barriers to learning are removed.
- carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils

Ethnicity and race

We are committed to working for the equality of all ethnic groups. In addition to the areas outlined above, we also:

- are fully committed to embedding Black voices, experiences and achievements across our entire curriculum year-round as part of our regular teaching practice (rather than only focussing on Black History over a week-long period).
- commit to annual events such as Show Racism the Red Card.
- use curriculum resources that reflect the diverse communities of modern Britain.

- involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.

Gender

We are committed to working for the equality of men and women. In addition to the areas outlined above, we also:

- have a gender-neutral school uniform with a choice of trousers, shorts or dresses, amongst other items, for students.

Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

It is rare for young pupils to want to undergo a gender reassignment. When a pupil does so a number of issues arise that will need to be sensitively handled. For our staff we adhere to policies and best practice outlined by ACAS - [What discrimination is: Discrimination and the law - Acas](#)

Pregnancy and maternity

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

It is rare for young pupils but we will deal with this sensitively if or when it arises. We deliver a comprehensive Relationships and Health Education (RHE) curriculum for the whole school and Year 6 pupils also receive input from Health professionals. Please read our Sex Education policy on the RHE Curriculum section of the school website for more information.

For our staff we adhere to principles and best practise set out in Maternity Action www.maternityaction.org.uk

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief. In addition to the areas outlined above, we also:

- have a wide diversity of faith backgrounds in the school, including Hindu and Muslim with Christianity being the highest faith group.
- respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- have no issues in relations to the needs of groups of pupils with particular faith backgrounds.
- have good relations between pupils and staff who share a religious faith.
- aim to involve and consult pupils, families and others from different faith communities in developing policies and the curriculum.
- Follow a RE curriculum enabling pupils to develop respect for others, including people with different faiths and beliefs, and helping to challenge prejudice and discrimination.

- carry out daily sessions of Collective Worship that give opportunities to celebrate a variety of faiths and beliefs.
- have a prayer group of parents that meet weekly to pray for the school and the needs of those within.
- give children the opportunity to visit local places of worship representing a variety of faith communities.
- have good relations between all religious groups and a strong feeling of community cohesion.
- aim to continue our spiritual, moral, social and cultural development policies and to promote equality based on religious belief and non-belief.
- ensure staff receive regular training and information regarding FGM and PREVENT.

Parents and students were overwhelmingly positive towards the teaching and treatment of RE within the school in the recent RE school survey (Sept, 22)

Sexual orientation

We are committed to providing a safe environment for all pupils and staff. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay and bisexual, transgender, questioning and others (LGBTQ+). In addition to the areas outlined above, we also:

- have no significant inequalities or other concerns relating to sexual orientation.
- ensure books and resources include images of a range of different kinds of families.
- consider how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and LGBTQ+ pupils to understand and respect difference and diversity.
- ensure that gay, lesbian, bisexual, transgender, questioning and other staff feel comfortable, and are supported to be open about their sexual orientation.
- use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.
- ensure all staff, including lunchtime supervisors and teaching assistants, are trained in how to deal with homophobic language and how to work positively with different families.
- work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.
- aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual, transgender or other.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Relationships and Health Education (RHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- holding daily sessions of Collective Worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard for equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays.
- is accessible to pupils with disabilities.
- has equivalent facilities for boys and girls.

8. Information about the pupil population

Number of pupils on roll at school: 442

Information on pupils by protected characteristics

The Equality Act protects people from discrimination based on 'protected characteristics'.

1) Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: We do not collect data on registered disability.

Number of pupils on medical list: 27 (Asthma, Allergy, Epilepsy)

There are pupils at our school with different types of disabilities and these include both medical and physical needs.

2) Pupil Special Educational Needs (SEN) Provision

	Number of pupils	Percentage (%) of school population

Number with Special Education Needs	43	9.7%
SEND Support	32	7.2%
Statement/Education, Health & Care Plan	11	2.4%

3) Ethnicity and Race

	Female	Male	Total
Any other Asian background	4	3	7
Any other Black background	4	3	7
Any other mixed background	12	16	28
Arab	1	0	1
Bangladeshi	2	1	3
Black – African	18	13	31
Black Caribbean	3	3	6
Chinese	3	4	7
Egyptian	0	1	1
Indian	2	1	3
Iranian	0	2	2
Iraqi	0	1	1
Kurdish	2	1	3
Other ethnic group	1	1	2
Pakistani	0	1	1
Refused	8	4	12
White – British	107	96	203
White – Irish	1	2	3
White Eastern European	3	2	5
White other	49	28	77
White Western European	2	0	2
White and Asian	10	9	19
White and Black African	4	2	6
White and Black Caribbean	5	6	11
None	1	0	1

4) Gender

Male	200	Female	242
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5) Pregnancy and Maternity

Pupils who are pregnant	0	Pupils who have recently given birth	0
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6) Religion and Belief

Anglican	5	Orthodox	26
Christian	160	Other Religion	7
Church of England	103	Pagan	1
Hindu	3	Roman Catholic	33
Jewish	3	Shi'a Muslim	1
Muslim	13	Sikh	2
No Religion	63	Unknown	4

7) Gender Identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

8) Sexual Orientation

We do not collect data on the sexual orientation of our pupils.

Information on Other Groups of Pupils

Ofsted inspections look at how school help 'all pupils to make progress, including those whose need, dispositions, aptitudes or circumstances require additional support.'

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils

9) Pupils with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	52	79	131	29.6%

10) Pupil Premium students

Please see the Pupil Premium section of the school website for the most recent figures with regards to assessment.

Number of pupils on Pupil Premium	28	21	49	11%
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Post Looked After (LA) students

Adopted from care system: 11	Guardianship: 1
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Young carers	0
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9. Our main equality/diversity challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns. For some of these issues we have also set and published equality objectives. Details of these are in Section 11 of this document below.

- Creating a climate of understanding and acceptance by all pupils of those with differences – special educational needs, emotional needs, range of backgrounds and family circumstances and ensuring positive representations throughout the school.
- Achievement for disadvantaged pupils from low income families.
- Training for staff and governors on equality and diversity.
- Addressing gender bias in books and curriculum, assemblies and performance.
- Recognising the Everyone Invited debate and addressing any signs of gender related harassment.
- Helping to combat negative attitudes towards sexual orientations.
- Ensuring any bullying incidents are dealt with promptly and in line with the school's anti-bullying policy.
- Ensuring any racist incidents are dealt with promptly, following appropriate procedures and with re-education at its core.
- Providing for pupils adversely affected by Covid-19 and requiring catch up and/or social or emotional support.

10. Consultation and engagement

The SLT, Diversity lead and Governing Body aim to engage and consult with pupils, staff, parents/carers and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main priorities for the future are to develop consultation and engagement through:

- continuing to run and develop the working group for parents/carers, consulting with and engaging pupils, staff, families and the community about equality/diversity issues.
- involving Senior Leaders and Governors to be involved in drawing up equality/diversity objectives.
- involving School Council with diversity/equality objectives ensuring pupil voice.

11. Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: To supplement reading scheme books to reflect gender, disability, sexual orientation, religious belief and diversity of family groups.

Why chosen?: To ensure our reading materials reflect the population of the school, families and community in a positive manner.

Progress we are making on this objective:

- Audit of current reading scheme materials (COMPLETE - Spring 2021)
- New reading scheme materials purchased for Key Stage One and Key Stage Two pupils (COMPLETE – Summer 22)
- Supplementary specialist reading materials purchased for children with SEND needs (COMPLETE – Summer 22)
- Training carried out by diversity specialists Black Book Matter (COMPLETE Spring 22, staff and Summer 22, governors)

Equality objective 2: School to monitor and promote improved representations of our diverse community around the school and in classrooms.

Why chosen?: To ensure our school environment reflects the population of the school and community in a positive manner.

Progress we are making on this objective:

- Rev. Denis delivers inset to teaching and non-teaching staff on the importance of diversity and race matters for our school community (Ongoing)
- Regular Learning Walks – Senior leadership Team, subject leads and Governor leads (Ongoing)
- Show Racism the Red Card publicity and events embedded as an annual event
- Country Cultures Evenings for Parents and Carers has focused on Horn of Africa, Caribbean and Eastern European cultures to date and continues as an annual event post-Covid,
- Black Voices Week – annual event in Autumn term to celebrate achievements of people around the world both past and present. In 2021 the focus was on scientists and engineers and in 2022 on poets around the world
- Cracking Careers – a display of positive role models of all ethnicities in a range of inspiring careers

Equality Objective 3: To actively seek to employ staff representing our diverse society (disability, race, gender, LGBT).

Why chosen?: To ensure we attract staff from all backgrounds reflecting our multicultural society.

Progress we are making on this objective:

- Mix of male and female staff across the school.

- Staff come from diverse backgrounds, cultures and religions, fully contribute to school and have a positive experience of the school.
- Training on LGBT made available and taken up by Early Years staff team to be shared amongst others (Summer Term 2021)
- Staff ads – extending range of avenues where job adverts are posted including on school website, in a national newspaper, through the Diocese of London and Hammersmith & Fulham borough. Ads states: *We welcome applications from all sections of the community, regardless of age, gender, ethnicity, religion, disability or sexuality.*