

Equality statement - 2020

At St Stephen's Junior School, we are committed to ensuring quality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which differences are celebrated.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents.

As a school we uphold the advice within the Equality Act 2010. We ensure that our pupils are not unlawfully discriminated against because of their sex, race, disability, religion or belief or sexual orientation. This is taken into account in relation to our admissions, our education provision and our facilities.

In order to fulfil our duties within the Equality Act we will:

- ensure that every individual within the school has the same opportunities to succeed and reach their potential. This will be at the heart of the school's values system
- address any inequality or discrimination that may occur within the workforce and the school
- ensure that we do not place any pupils with disabilities at a disadvantage to other pupils
- celebrate and embrace the diversity which exists within the school community and beyond
- not perpetuate inequalities through the way we group children for any activities. For example, we will not group children based on gender e.g 'Boys v Girls.'
- ensure that our curriculum reflects and takes into account equality and diversity issues
- encourage involvement from parents and the wider community
- actively monitor the data and school participation of those children with protected characteristics
- create and publish equality objectives based on key areas for development
- create and publish accessibility plans for all pupils with disabilities

Assessing and monitoring

As part of our ongoing assessment we will look at both quantitative and qualitative indicators to judge how effectively we are fulfilling our equality duties

Quantitative indicators to include:

- Key Stage 2 results
- Attainment data across the school
- PPR meetings
- Attendance records
- Parent forums and communication
- Behaviour logs
- Family support logs
- School council meetings
- PASS surveys
- Diversity represented in extra-curricular activities and within school roles and responsibilities

Qualitative indicators to include:

- Playground interaction
- Welcoming ethos of the school
- Attitudes of the children
- Children's adoption of the school values
- Class discussions and written work
- Local community links
- Pastoral care of pupils
- Diversity reflected across the school environment

As part of our ongoing assessment we actively monitor our attainment throughout the school and analyse progress made by different groups of pupils.

Our latest Arbor report, based on our Key Stage 2 data, reflects how well our different groups perform and where improvement can still be made to increase the progress for particular groups:

- Our results are in line with the national picture for gender in that our girls achieve better in literacy and our boys achieve better in maths. However, progress has been made in closing this gap.
- Our EAL children perform particularly well. As a group, their Key Stage 2 results outperformed our Non-EAL students at reading writing and maths
- 95.5% of our EAL pupils achieved the expected standard in Reading, Writing and Maths. This is over 30% higher than the national average
- The percentage of our EAL students achieving the higher standard in Reading, Writing and Maths is 22% higher than the national average.

If our ongoing analysis highlights that a particular group of pupils are not progressing in line with their peers then a specific intervention will be introduced to remedy this. However, at St Stephen's Junior School we also believe that equality should not just be seen in the curriculum. We encourage a wide range of after school clubs made accessible to all.

Recent examples of interventions to improve equality of opportunity for pupils with protected characteristics include:

- Year 5 boys Kindle group
- New EAL assessment process across the school
- Sensory circuits sessions aimed at boys with sensory difficulties
- BSL lunchtime group and PPA sessions
- Attending inclusive sports events
- After school language clubs
- Boys dance troop
- Year 6 boys writing group

At St Stephen's Junior School we are also committed to eliminating discrimination and celebrating difference across the school. Recently this has been explored through:

- Anti-bullying week and anti-bullying ambassadors
- SEAL groups
- New Jigsaw PSHE programme
- Monthly values including Belonging
- Assemblies
- Visits to a local Mosque
- Cultural diversity day

- Erasmus project and trip to Madrid

Equality objectives

From analysis of our academic data and extra-curricular activities we have created equality objectives that as a school we are working towards:

2020-2022

To increase participation by SEND and Pupil Premium pupils in after school clubs and activities

To remove the barriers to learning for pupils with SEND and ensure that their progress across all areas is monitored carefully and interventions/support put into place accordingly

To increase pupil's knowledge and attitudes towards diversity in order to celebrate and appreciate difference within the school community and beyond.

This equality statement should be read in conjunction with a range of further school policies including the behaviour policy, the anti-bullying policy and the SEN information report