

## Stanford Infant School is committed to Equality



At Stanford Infant School, we celebrate friendship, respect, excellence and courage.  
Our safe and happy learning environment inspires our learners at the beginning of a journey of learning forever.

*'Exploring and Learning Together, Inspiring Each Other'*

Stanford Infant School seeks to foster a warm, welcoming and respectful culture, which allows all to question and challenge discrimination and inequalities, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

We welcome our responsibilities under the Equalities Act 2010 to:

- ✓ Foster good relations across all different groups
- ✓ Advance equality of opportunity to ensure achievement for every learner
- ✓ Eliminate discrimination

This page provides information about:

- The current diversity within our School
- Our approach to promoting Equalities through our Equalities Policy and Action Plan
- Our specific Equalities Objectives for 2016-2020

## Contextual Information

Our school benefits from a very rich cultural and linguistic diversity. The table below provides collated information (Oct 2018) held about us nationally, from within Brighton and Hove Local Authority and from our own in-school data.

Information about our children		
<b>Children on roll:</b>	Total: 263 <i>Includes one deferred entry</i>	Girls: 147 Boys: 116
<b>Ethnic Diversity within our school</b>	Any other Asian background – 1	Any other mixed background – 13
	Arab – 3	Bangladeshi - 3
	Chinese – 2	Indian – 3
	Refused – 3	White-British – 196
	White and Asian – 11	White and Black African – 3
	White Eastern-European – 8	White Western-European – 5
	White Irish – 3	White Other – 9
<b>Other languages spoken/understood by children and/or their families (including bi or tri lingual)</b>	Arabic – 3	Bengali – 2
	Chinese – 2	Dutch/Flemish – 1
	French – 1	Greek – 1
	Hungarian – 1	Italian – 1
	Japanese – 1	Korean - 1
	Lithuanian – 2	Norwegian – 1
	Polish – 5	Portuguese – 1
	Russian – 1	Slovak – 2
	Spanish – 2	Thai – 1
		% EAL: 11.0% (29)
<b>SEN/D</b>	5.3% (14)	
<b>Sexual Orientation</b>	We are aware that children in our school may grow up to be lesbian, gay or bisexual. We also know that our parental and carers will be represented across all the protected groups.	
<b>Religion</b>	Not stated – 1	No religion – 173
	Christian – 53	Hindu – 2
	Jewish – 2	Muslim – 9
	Other Religion – 3	Refused – 3
<b>Gender Identity</b>	We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to	

stereotypical norms or the gender they were assigned at birth. We also know that our parents and carers will be represented across all the protected groups.

### Information about our Staff

Number of Teachers:	Female: 14	Male: 1
Number of Support Staff:	Female: 20	Male: 2 (inc ICT Technician)
Sports' Coaches	Female: 1	Male: 0

## Policy and Approach

You can read more about our approach to fostering good relations in the following policies:

Anti-Bullying, Attendance, Behaviour, English as an Additional Language, Pupil Premium, PSHE, SMSC and Special Educational Needs. These can all be found by clicking on 'School Information' or you can request a copy from the School Office.

## Fostering Good Relations Information

In our school, we take pride in the range of work we do to foster good relations and our annual safety survey demonstrates this.

	Yes 2014	Yes 2015	Yes 2016	Yes 2017	Yes 2018
1. Do you enjoy being at school?	95%	96%	98%	96%	97%
2. Do you feel safe inside school?	95%	96%	98%	95%	97%
3. Do you feel safe in the playground?	84%	88%	88%	86%	94%
4. Do you know what to do if someone is unkind to you?	94%	96%	93%	95%	98%
5. Do you have someone to talk to if you are worried?	92%	97%	95%	91%	98%
6. Do grown-ups in our school listen to you?	97%	98%	96%	97%	98%
7. Do you enjoy morning playtime?	93%	94%	93%	94%	97%
8. Do you enjoy lunchtime playtime?	97%	93%	94%	93%	95%
9. Do you think the children in our school behave well? (2012) .....most of the time? (2013, 2014) .....that most of the children uphold the Golden Values most of the time? (2015, 2016)	77%	81%	92%	93%	95%
10. Are you encouraged to do things yourself and take on responsibility? (2012, 2013) .....to do things yourself? (2014)	90%	98%	96%	94%	98%
11. Do the grown-ups at school respect you? (2012, 2013) .....you feel respected by everyone at school? (2014, 2015, 2016)	93%	85%	85%	83%	95%
12. Are you trusted to do things on your own? (2012, 2013) .....to do 'jobs' in our school without a grown up? (2014, 2015, 2016)	92%	97%	96%	94%	98%

## **Eliminating Discrimination Information**

We work in partnership with our families, pupils and the whole school community to prevent all forms of bullying and prejudiced based behaviour and you can read more about our approach to bullying and eliminating discrimination in our Anti-Bullying Policy, Equality Policy and Personal, Social, Health and Economic Policy, including Sex and Relationships, PSHE & RSE.

All bullying and prejudiced incidents are recorded. These records are used to inform the assembly programme for our school and PSHE education curriculum and to support and track individual pupils. Any incidents are discussed confidentially with the staff team and reported to Governors Meetings. The school has its own 'Safe and Happy Survey' and this data is robustly analysed and used to measure impact and inform next steps. This data is reported back to the whole school community on an annual basis.

Our understanding of how discrimination could affect groups of our pupils is further informed by national resources compiled by the Anti-Bullying Alliance and other relevant sources.

## **Advance Equality of Opportunity Information**

The progress and achievement for children who are eligible from the Pupil Premium is a key driver for our school. Educational achievement for all pupils at the school is good; however, there continues to be a gap between attainment of boys and disadvantaged learners, specifically in writing. We need to respond quicker and put suitable interventions in place to ensure progress/impact in this area in order to diminish the differences for children in these groups.

## Objectives for 2016-2017 – reviewed every 4 years

These objectives are aimed at ensuring that we are focused on continuous improvement for *all* pupils. They are based on a thorough analysis of our data from 2015/2016. They will be evaluated in January 2020.

Objectives	Success Criteria	Evaluated	
<p><b>Fostering Good Relations Objective(s)</b></p>	<ul style="list-style-type: none"> <li>➤ To review the quality of our PSHE education programme and SRE teaching, combing the resources developed by BHCC.</li> <li>➤ To ensure our positive behaviour policy is applied consistently across the school by <i>all</i> staff, regardless of their role in school.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We will plan, develop and deliver our own PSHE curriculum and assess learning and impact.</li> <li>✓ Our Behaviour Policy and Sanctions Pathway will be applied consistently:</li> </ul> <p>Outcomes of Questionnaire Analysis for 16-17 will have risen:</p> <ul style="list-style-type: none"> <li>• Children – increase % of children who 'agree' that most children behave well at our school – 99% (+5%)</li> <li>• Parents/Carers – increase % of parents/carers who 'strongly agree' that children are well behaved at school – 66% (+6%)</li> <li>• Staff – increase % of staff who 'strongly agree' that behaviour is good in the school – 32.0% (+50%)</li> </ul>	<ul style="list-style-type: none"> <li>✓ PSHE Curriculum planned, developed and delivered, continuously reviewed to ensure it meets the needs of the current cohort.</li> <li>✓ Behaviour Regulation Policy developed following consultation with all stakeholders, alongside the Consequences Pathway.</li> <li>✓ Children – increase % of children who 'agree' that most children behave well at our school – 92% (2016), 93% (2017), 95% (2018), 92% (2019).</li> <li>✓ Parents/Carers – increase % of parents/carers who 'strongly agree' that children are well behaved at school – 60% (2016), 60% (2017), 64% (2018) 44% (2019).</li> <li>✓ Staff – increase % of staff who 'strongly agree' that behaviour is good in the school – 25% (2016), 33% (2017), 64% (2018), 57% (2019).</li> </ul>
<p><b>Eliminating Discrimination</b></p>	<ul style="list-style-type: none"> <li>➤ To improve systems for reporting and recording bullying incidents</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPOMS will be used effectively to improve our management of</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPOMS, our software application for monitoring Child Protection,</li> </ul>

<b>Objectives(s)</b>	by type.	incident recording and reporting and analysis is robust, leading to improved reporting mechanisms.	Safeguarding and a whole range of pastoral and welfare issues, continues to be effective.
<b>Advance Equality of Opportunity Objective(s)</b>	<ul style="list-style-type: none"> <li>➤ To continue to rigorously monitor the progress and achievement of all pupil characteristics: all pupils/disadvantaged/EAL/gender/SEN.</li> <li>➤ To have a clear focus and holistic approach to the learning needs of disadvantaged learners with high expectations.</li> <li>➤ To maximise opportunities for boys to write.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Outcomes for pupil groups will continue to narrow – see <i>Target Setting</i>.</li> <li>✓ Barriers to learning for disadvantaged learners diminished to maximise the impact of interventions.</li> <li>✓ The gender gap in writing will have reduced and boys will see themselves as wonderful writers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We continuously strive to diminish any differences in progress and achievement between pupil characteristics – see termly data analysis. In 2018-2019, disadvantaged learners did not perform as well as our non-disadvantaged learners in Reading and Maths at Greater Depth and in Writing and Science. However, it is worth noting that with the exception of Science, the differentials have all improved on last years.</li> <li>✓ We have begun to diminish the differences in achievement for our disadvantaged learners in Reading, Writing and Maths – See Pupil Premium Reports.</li> <li>✓ The percentage of FSM children achieving the expected standard in Writing has increased by 13.3% from 2016/17.</li> <li>✓ The percentage of boys achieving the expected standard in Writing has increased by 12.5% from</li> </ul>

			2017/18. ✓ The gender gap has reduced by 23.4% since 2015/16.
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In addition, we have the following actions in place to support disability equality access:

	<b>Actions (focussed on outcomes rather than processes)</b>
<b>1. Improvements in access to the curriculum</b>	All staff are able to differentiate the curriculum to meet all children's needs, i.e. children on the Autistic Spectrum Condition (ASC), etc. Staff are aware of a range of strategies to support children with accessing the curriculum. Needs and expertise will change over time and this will be an ongoing process.
<b>2. Physical improvements to increase access to education and associated services</b>	Individual Provision Maps designed with accessibility arrangements in place, including evacuation procedures.
<b>3. Improvements in the provision of information in a range of formats for disabled pupils</b>	Systems are in place to ensure that parents/carers are able to request alternative formats for written information. Information on the school website is available for translation into different languages or into audio format.