

## Stanford Infant School is committed to Equality



At Stanford Infant School, we celebrate friendship, respect, creativity 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 2020-2024

## Contextual Information

Our school benefits from a very rich cultural and linguistic diversity. The table below provides collated information (Nov 2021) held about us nationally, from within Brighton and Hove Local Authority and from our own in-school data from ScholarPack.

Information about our children				
<b>Children on roll:</b>	Total: 237	Girls: 117	Boys: 120	
<b>Ethnic Diversity within our school</b>	Any other Asian background – 2		Any other mixed background – 14	
	Arab – 7		Indian - 4	
	Iranian – 1		Kurdish - 2	
	Refused – 7		Other Ethnic Group - 1	
	White British – 162		White Eastern-European - 1	
	White and Asian – 5		White and Black African – 5	
	White and Black Caribbean - 4		White Irish – 1	
	White Other: 9		White Western-European – 2	
	<b>% Ethnic Diversity: 29% (69)</b>			
<b>Other languages spoken/understood by children and/or their families (including bi or tri lingual)</b>	Arabic – 8		Chinese – 1	
	Czech – 1		Dari - 1	
	Dutch/Flemish – 3		Farsi/Persian – 4	
	French – 5		German - 1	
	Kurdish – 2		Hindi - 1	
	Hungarian – 1		Lithuanian – 1	
	Polish – 5		Russian – 2	
	Slovak – 4		Swedish – 1	
	Spanish – 3		Tamil – 1	
	Turkish - 1			
	<b>% EAL: 20% (47)</b>			
	<b>SEN/D</b>	<b>% SEN/D 11.5% (27)</b>		
	<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>	Buddhist - 1		Christian – 38	
	Hindu – 2		Jewish – 1	
	Muslim – 15		Refused – 13	
	No Religion – 167			
<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: 0
Number of Support Staff:	Female: 19	Male: 4 (inc ICT Technician)

*More information can be found in the Stanford Infant School Equalities Monitoring Report – Jan’ 21*

### Policy and Approach

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

Anti-Bullying, Attendance and Punctuality, Behaviour Regulation, English as an Additional Language (EAL), Pupil Premium, Personal, Social, Health and Emotional Education (PSHE), Spiritual, Moral, Social Cultural (SMSC) and Special Educational Needs and Disabilities (SEN/D), Religious Education and Worldwide Views. These can all be found by clicking on '[School Information/Policies](#)' 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 2016	Yes 2017	Yes 2018	Yes 2019	Yes 2020	Yes 2021
1. Do you enjoy being at school?	98%	96%	97%	98%		98%
2. Do you feel safe inside school?	98%	95%	97%	98%		98%
3. Do you feel safe in the playground?	88%	86%	94%	92%		91%
4. Do you know what to do if someone is unkind to you?	93%	95%	98%	99%		99%
5. Do you have someone to talk to if you are worried?	95%	91%	98%	95%		99%
6. Do grown-ups in our school listen to you?	96%	97%	98%	98%		99%
7. Do you enjoy morning playtime?... Outdoor Learning? (2021 onwards)	93%	94%	97%	95%		96%
8. Do you enjoy lunchtime playtime?	94%	93%	95%	94%		98%
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 onwards)	92%	93%	95%	92%		98%
10. Are you encouraged to do things yourself and take on responsibility? (2012, 2013) .....to do things yourself? (2014)	96%	94%	98%	98%		99%
11. Do the grown-ups at school respect you? (2012, 2013) .....you feel respected by everyone at school? (2014 onwards)	85%	83%	95%	90%		93%
12. Are you trusted to do things on your own? (2012, 2013) .....to do 'jobs' in our school without a grown up? (2014 onwards)	96%	94%	98%	99%		97%

## **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 2020-2024 – reviewed every 4 years

	Objectives	Success Criteria
<b>Fostering Good Relations Objective(s)</b>	<ul style="list-style-type: none"> <li>➤ To provide equalities training for all staff.</li> <li>➤ To implement the statutory Relationship Education and Relations and Sex Education (RSE) and Health Education (RSHE) to ensure we are compliant with the next DfE regulations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All Staff and Governors aware of legislation and responsibilities of all stakeholders.</li> <li>✓ We will raise the status of RSHE and its contribution to other school priorities. Including safeguarding, health and wellbeing, equality and a board and balanced curriculum.</li> </ul>
<b>Eliminating Discrimination Objectives(s)</b>	<ul style="list-style-type: none"> <li>➤ To embed our commitment to being a 'School of Sanctuary'.</li> <li>➤ To ensure we regularly monitor the curriculum to ensure that the curriculum meets the needs of our children and that it promotes respect for diversity and challenges any negative stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Our children will have an understanding of what it means to seek sanctuary, which will strengthen our work on equality and community cohesion.</li> <li>✓ Our curriculum will be broad and balanced, reflecting our current cohort. Children will play a highly positive role in creating an environment in which diversity is celebrated.</li> </ul>
<b>Advance Equality of Opportunity Objective(s)</b>	<ul style="list-style-type: none"> <li>➤ To ensure consistently high standards across the curriculum, with teaching and learning differentiated to meet the needs of all groups of learners.</li> <li>➤ To improve provision for pupils for whom English is an Additional Language, particularly new arrivals at the early stage of English acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We will continue to diminish the differences in achievement for our most vulnerable groups of learners – this is likely to be cohort specific and therefore aspirations for this will be updated and reviewed termly on our School's Progress and Achievement Tracking Grid.</li> <li>✓ New children are supported and interventions put in place to ensure a positive transition to Stanford Infants.</li> </ul>

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 2018/2019. They will be evaluated in January 2024.

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.