Stanford Infant School is committed to Equality and Diversity

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 and Diversity Policy and Action Plan
- Our specific Equalities Objectives for 2024-2028

Contextual Information

Our school benefits from a very rich cultural and linguistic diversity. The table below provides collated information (November 2025) held about us nationally, from within Brighton and Hove Local Authority and from our own in-school data from Arbor.

Information about our children			
Children on roll:	Total: 195	Girls: 96	Boys: 99
Ethnic Diversity within our school	Any other Asian background – 3	Any other mixed background – 11	
	Arab Other - 4	Any other ethnic group - 1	
	Bangladeshi - 3	Black African – 2	
	Refused – 2	Indian - 5	
	White British – 125	White and Black African – 3	
	White and Asian – 9	White Western European – 7	
	White Eastern European – 2	White Other - 14	
	White and Black Caribbean - 4		
	% Ethnic Diversity: 35% (68)		
Other languages spoken/understood by children and/or their families (including bi or tri lingual)	Albanian -1	Polish – 1	
	Arabic – 5	Romanian - 1	
	Bengali – 2	Russian – 1	
	Catalan - 1	Sinhala – 2	
	Chinese – 2	Spanish – 3	
	French – 2	Turkish - 1	
	German - 3	Yoruba - 1	
	Greek - 4		
	Italian -4		
	Kurdish-1		
	Marathi - 1		
	Malayalam - 2		
	% EAL: 19% (36)		
SEN/D	**% SEN/D 8% (16)**		
Sexual Orientation	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.		
Religion	Buddhist - 2	Christian – 27	
	Hindu - 2	Muslim – 9	
	Jewish - 1	Romanian Orthodox – 1	

	No Religion – 149	Refused - 4
Gender Identity	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: 16	Male: 5 (inc ICT Technician)

Policy and Approach

You can read more about our approach to fostering good relations in the following policies:
Anti-Bullying, Attendance and Punctuality, Positive Relationships and 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 2021	Yes 2022	Yes 2023	Yes 2024	Yes 2025
1. Do you enjoy being at school?	**98%**	**96%**	**95%**	**95%**	**94%**
2. Do you feel safe inside school?	**98%**	**96%**	**95%**	**95%**	**98%**
3. Do you feel safe in the playground?	**91%**	**82%**	**86%**	**85%**	**90%**
4. Do you know what to do if someone is unkind to you?	**99%**	**98%**	**97%**	**98%**	**98%**
5. Do you have someone to talk to if you are worried?	**99%**	**96%**	**97%**	**99%**	**97%**
6. Do grown-ups in our school listen to you?	**99%**	**99%**	**99%**	**99%**	**98%**
7. Do you enjoy Outdoor Learning/ exploring the adventure area?	**96%**	**96%**	**98%**	**95%**	**95%**

8. Do you enjoy lunchtime playtime?	**98%**	**97%**	**94%**	**95%**	**92%**
9. Do you think most of the children uphold the Golden Values most of the time?	**98%**	**88%**	**95%**	**87%**	**90%**
10. Are you encouraged to do things yourself?	**99%**	**98%**	**96%**	**97%**	**95%**
11. Do you feel respected by everyone at school?	**93%**	**88%**	**88%**	**82%**	**95%**
12. Are you trusted to do 'jobs' in our school without a grown up?	**97%**	**96%**	**98%**	**96%**	**96%**

Eliminating Discrimination Information

We work in partnership with our families, children 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 and Diversity Policy and Personal, Social, Health and Economic Policy, including Sex and Relationships, PSHE & RSE.

All bullying and prejudiced incidents are recorded. There 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

At Stanford Infant School, we want everyone to feel welcomed and included, as we believe that children will learn better in a school where everyone feels equally safe, welcome and valued.

We recognise that each person is an individual with their own specific needs, story and contributions. We believe everyone has the same rights but may have different needs and so making school 'fair' for everyone is not about giving everyone the same things.

We endeavour to achieve a safe, inclusive and welcoming environment by encouraging everyone to recognise and acknowledge what we all have in common as well as valuing and celebrating our many differences.

As well as teaching the children about equality and diversity generally through the whole curriculum and particularly through our PSHE curriculum, we also look for regular opportunities to discuss these ideas with the children in assemblies and aim to reflect these values in our day-to-day interactions with the children and whole school community.

We have clear expectations of acceptable language and behaviour towards others, we teach children to be respectful and polite and kind. We directly address 'put downs' and prejudicial language and our playgrounds are safe places to be where children are confident they will be looked after if things go wrong. Our vision and position around equalities and diversity is clear and strong. Our current School Development and Improvement Plan, alongside all school policies, has equalities, diversity and inclusion firmly embedded.

Objectives for 2024-2028 – reviewed every 4 years

	Objectives	Success Criteria
Fostering Good Relations Objective(s)	➢ To provide equalities and diversity training for all staff. ➢ We would like to include more members of our school community to come and talk about their faith and how this affects their way of life. ➢ We are aiming to make sure all religions and special religious festivals celebrated by our families are also celebrated in/through school. ➢ We aim to plan more opportunities for children to talk about their own beliefs.	➢ All staff will have a shared understanding of anti-racism and the key concepts that underpin developing anti-racist education settings. ➢ All staff will feel that they have the knowledge and skills necessary to participate in the settings anti-racist aims and objectives. ➢ All staff will be better equipped to support children with incidents and issues where race is a factor. ➢ The faiths and beliefs of members of our school community will be represented in school.
Eliminating Discrimination Objectives(s)	➢ To review and reframe our whole school curriculum to ensure that diversity is central to our curriculum offer. ➢ We aim to have an anti-racism lead in each Year Group team who can specifically be looking for gaps in representation and proactively working with our anti-racism Lead to develop resources and curriculum	✓ We will have questioned and adapted what we are teaching so our curriculum accurately represents Britain's diversity. ✓ We will have developed our resources and curriculum content through an anti-racism lens. ✓ Britain's diversity will be represented in all aspects of school life. ✓ Diversity will be central to all areas

	content ideas. ➢ We want to develop our school physical/visual environment so that all children are regularly exposed to the wide variety of humanity that exists in our world. To increase representation of skin colours and cultures in our school. This includes curriculum developments (every Subject Leader's Action Plan aims to develop diversity within their curriculum area) and every day learning and teaching practice (e.g. resources; worksheets; Powerpoint images; displays).	of the curriculum.
Advance Equality of Opportunity Objective(s)	➢ To review family engagement in all aspects of school life to ensure equity and fairness, access and enjoyment.	✓ More families will be engaged in activities offered by the school – ✓ Families from underrepresented groups will report that they feel included in the life of the school and are able to make suggestions of how can improve further. ✓ We will ensure newly arrived families are welcomed to the school by developing our induction programme.

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 2023/2024. They will be evaluated in July 2028.

In addition, we have the following actions in place to support disability equality access:

	Actions (focussed on outcomes rather than processes)
1. Improvements in access to the curriculum	All staff are able to differentiate the curriculum to meet all children's needs, i.e. children on the Autistic Spectrum Condition (ASC) and Social Communication Disorders, 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.
2. Physical improvements to increase access to education and associated services	Individual Provision Maps and Behaviour Regulation Plans designed with accessibility arrangements in place, including evacuation procedures.
3. Improvements in the provision of information in a range of formats for disabled pupils	We will ensure we adapt any materials accordingly using in print, or other appropriate formats to make the accessible. We will encourage multi-sensory learning – presenting information in audio formats and offer hands-on demonstrations wherever possible.