STANFORD JUNIOR SCHOOL

Equality Objectives

Autumn 2025

RESPECT HONESTY CREATIVITY KINDNESS FAIRNESS HARD WORK

Stanford Junior School – Inspiring and motivating each other to enrich lives.

Stanford Junior School is committed to eliminating discrimination so that all our children and those who work here achieve their best and are able to access all learning and social opportunities provided by the school.

Our school values and vision echoes this commitment:

Respect Kindness Honesty Fairness.

The Equalities Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic* and people who do not share it
- Foster good relations between groups of people

*Protected characteristics the term used in the Equality Act to describe a range of different groups, including:

- Disabled pupils and those with Special Educational Needs
- Gender, including gender reassignment and transgender pupils
- Minority ethnic pupils
- Pupils for whom English is an additional language
- Sexual Orientation o Gypsy, Roma and Traveller children
- Religion or belief

As a school we also consider other groups of pupils such as

- Looked after pupils
- Pupils who have been or are eligible for free school meals
- Young carers

This forms part of our published information and it needs to be considered alongside the following policies/publications: Anti-bullying policy, PSHE policy, SEND policy, Pupil Premium Policy, Equalities Policy, Recruitment Policy and Behaviour Policy.

At Stanford we aim to make each individual feel valued and we work hard to teach our pupils to do the same. We want our school to be inclusive and for all our children to feel safe, valued and welcome. We believe that by learning about each other and developing a

positive learning environment, our children will learn better at school and in life. We recognise that children have the same rights but different needs. Therefore, we strive to give all children what they need. We believe that by giving every child what they need, not giving every child the same, our children will achieve the best they can.

Where we are now

We work consistently to tackle discrimination in our school community. We conference with pupils and listen to their ideas and suggestions. We have an established and active school council and Global Connections Committee. School staff respond sensitively to issues at lunchtime and playtime so that children feel heard.

We value contributions that you might have.
Please contact Alex Day (Special Educational Needs and Disabilities Co-ordinator and Inclusion Co-ordinator) if you have any additional ideas or if you require more information.

Our Equality objectives for 2025 and beyond are:

1. To provide rich and diverse learning opportunities, set within a curriculum that has been reviewed and developed by the teaching team, to engage all learners, including those with protected characteristics as defined by the Equality Act, so that all pupils feel valued, confident and receive the support needed to make good progress academically and in their personal growth and development.
2. To allocate school staff on a needs basis to support individual children, or groups of children, to reduce gaps in learning and provide the emotional support needed to enable them to engage positively with school and their learning
3. To further develop staff understanding of attachment and review the school's policy and practices so that pupils who have been affected by adverse childhood experiences, including those in care or adopted from care, receive the support, care and guidance needed to engage fully with school and their learning.
4. To work in partnership with Brighton & Hove, and their anti-racist strategy, to secure racial equality within school.
5. To celebrate the diversity of our school community through displays, book corners, assemblies, calendar events, the school website and newsletters to parents and carers.

What we have achieved to date

- Equalities is reflected in the school development plan.
- Regular reports to governors - progress and attainment of pupils and pupil groups.
- Updated our anti bullying policy and established a pathways that is followed whenever the term 'bullying' is referenced.
- Anti-bullying assemblies, including roles and responsibilities.
- Worry boxes in all classrooms.
- Raised awareness of disability through a disability assemblies.
- Organised SEND events for parents when appropriate.
- Encouraged all children to create their own 'helping hands'.

- Celebrated children's ethnicity through class events.
- Reviewed the curriculum to raise awareness of the importance of challenging stereotypes and discriminatory language.
- Worked to reduce incidents of bullying or racist incidents.
- 'Pupil Premium First' when monitoring work and providing feedback.
- Provided financial support for families with children who attract pupil premium funding so that pupils can attend trips, residential visits and clubs.
- Produced individual plans for children with a registered disability.
- Worked with EMAS to meet the needs of BME and EAL children in school.
- Worked in partnership with families to meet children's needs.
- Trained TAs in ASC, speech and language and attachment.
- Employed a specialist teacher to support children with dyslexia.
- Consulted with a specialist SEMH teacher to develop behaviour plans for individuals with a focus on inclusive practices.
- Trained playground play rangers.
- Implemented Brighton & Hove's recommended PSHE curriculum and RE scheme of work to support pupils' understanding of similarities and difficulties, including those of different faith groups.
- Reviewed curriculum provision to make explicit where pupils have an opportunity to learn about different cultures, countries and languages.
- Worked with families from different faith groups to enable as many children as possible to participate in residential visits.
- Planned assemblies that address issues around discrimination, positive relationships and celebrating sameness and difference.
- Developed community relationships.
- Hosted whole school events such as Chinese New Year celebrations and the World Foods Festival.
- Develop a Global Connections Committee to give children of all cultures a voice within school.
- Implemented OPAL play strategies for inclusive play.

Insert Diversity information.

Number of children on roll Autumn 2025: 290 Boys: 144 Girls: 146

Group	% of school roll	National %
Pupil Premium	18.9	25.7
EAL	14.1	20.8
SEND	17.5	18.2
BME	19.3	27

18 language backgrounds represented across the school.

Issued: *Autumn 2025*

To be reviewed: *Autumn 2026*