

Equality Information and Objectives 2025



Introduction

*The school's ethos celebrates each child as an individual.'*¹

West Hove Infants School (here on referred to as WHIS) works diligently to create a warm, welcoming and respectful culture for all children in our community. This also means a commitment to respectfully challenging discrimination and inequality, resolving conflicts peacefully, promoting equity and so that children can play and learn in a safe environment.



We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school embraces the aim of working with others to improve children's educational, health and wellbeing outcomes, and follows the legislation set out in the UN Convention on the Rights of the Child.

We recognise both similarities and differences between individuals and groups, and we strive to ensure that our differences do not become barriers. Barriers can take the form of limiting participation, access and learning.

Instead, we create inclusive processes and practices, where the varying needs of individuals and groups are identified and catered for. We cannot achieve equality for all by treating every child the same. We believe we all have equal rights, but may have different needs.

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

- *'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
- *prepares such pupils for the opportunities, responsibilities and experiences of adult life'*

We recognise and welcome our equality duties as set out in the Equality Act 2010 and have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic, or characteristics
- Foster good relations across all characteristics - between people who share a protected



characteristic and people who do not

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably than others based on a characteristic they possess. We also recognise that no characteristic exists in isolation and that a person may hold many protected characteristics within their identity. The characteristics that are protected in law are listed below:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender identity
- age (staff only)
- pregnancy or maternity (staff only)
- marriage and civil partnership (staff only)

We welcome involvement and feedback from the school community on the information and objectives published. We are also actively recruiting a broader range of people to diversify our governing body and Parent Teachers' Association. This will ensure a balanced reflection of our community.

To find out more about our school approach to equality please read our [Equalities and Diversity Policy](#).

Other relevant school policies which highlight our determination to comply with the non-discrimination provisions set out in the Equalities Act are:

- Anti-bullying
- Attendance
- Positive Relationships (Behaviour)
- English as an Additional Language
- Special Educational Needs and Disabilities

All curriculum policies and plans, in particular Personal, Social, and Health Education also reflect our non-discriminatory ethos and commitment to equality.

These policies and plans are all available on our school website.

Vision and values

Our School believes that all children and young people have the right to be healthy, happy and safe, to be loved, valued and respected and have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.

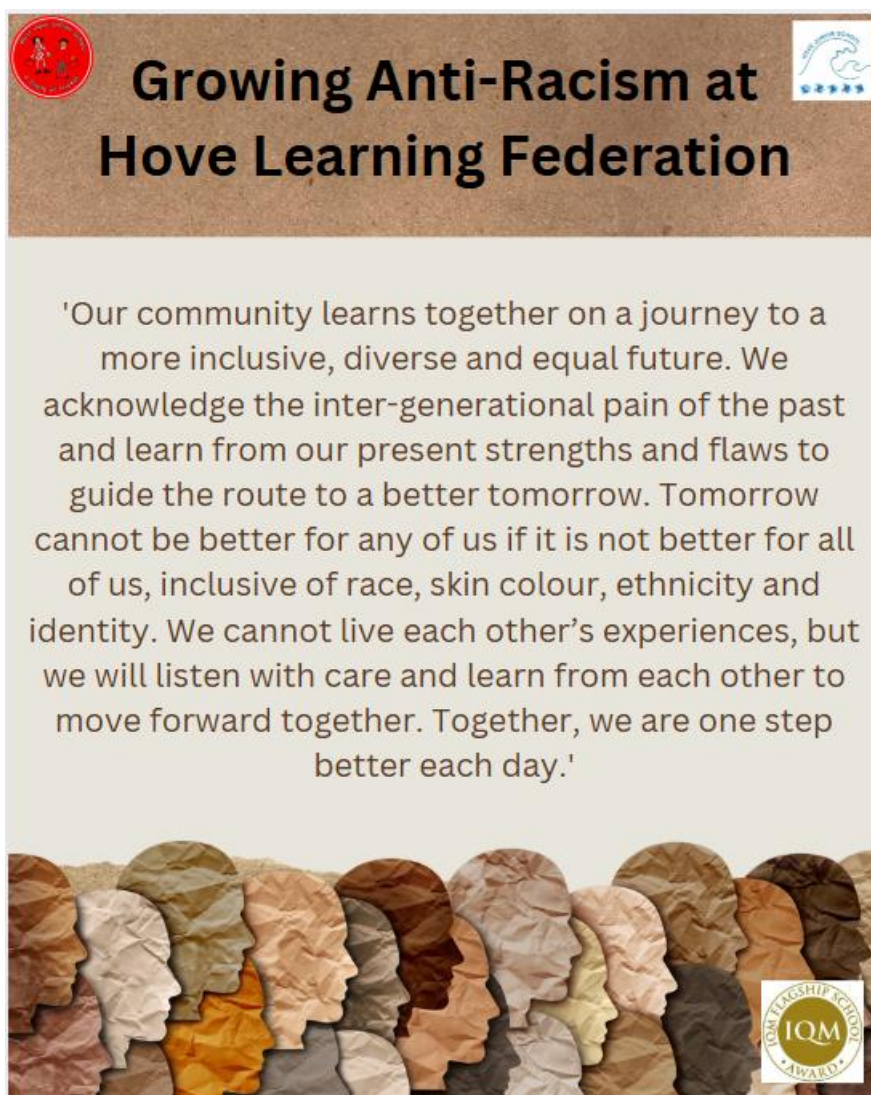


Our school vision statement is an example of this in action:

From the depths of the ocean to the furthest reaches of the galaxy, learning at Hove Learning Federation is a magical journey. We will help you be ready for a life full of opportunities and choice, to travel down any pathway you choose and to keep going when things become tricky. Some parts of your journey will be smooth, some will be rocky, but it will always be an exciting adventure and, together, we will build the qualities you need to reach any destination. In our schools, you will become brave enough to have a go and take a risk and approach every challenge with enthusiasm, determination and perseverance. We will support you to be proud of who you are. Your voice will always be heard and your uniqueness will always be celebrated. We will support you to be happy, healthy and make good choices. We will support you to be a kind and thoughtful person in school and the wider community as you become a citizen of our extraordinary and ever-changing world. These things are important. We are a Family of Friends who LEARN together. We are Hove Learning Federation.

The following information outlines:

- The current diversity within our school
- Our approach to promoting equalities through our Equalities and Diversity policy and action plan
- Our specific equalities objectives



Equality Information and objectives

1. Contextual Information

Our Infant School is one of the largest in Europe. We are a six form of entry, based over two sites less than two miles apart. Our larger, four-form entry site is based at School Road and sits next to the linked Junior school. Our smaller, two-form entry infant site is located with the Junior site at Holland Road. Both the Infant and Junior schools are currently two separate schools, but are linked as 'Hove Learning Federation' and work extremely closely together.

Our catchment is largely from the area that is local to each site. Both infants' sites are treated as two separate schools for purposes of admission. We have become an increasingly culturally and socially diverse as our school has expanded.

The proportion of pupils known to be eligible for free school meals (FSM) is below national at 18%, but above average for the city (2025 National: 24.7%, 2024 Brighton & Hove 26.5%).



The proportion of children with Special Educational Needs (SEN) is at 17.2% which is below national and below LA rates at (2025 National: 14.8%, 2025 Brighton & Hove 17.2%). The proportion of children with an Education and Health Care Plans is below national and city rates at 3.0% (2025 National: 3.5 %, 2025 Brighton & Hove 4.1%).

School Context (LA and national relate to primary phase settings).					
Indicator	2023	2024	2025	LA	National
Number of pupils	482	491	505	16,984	
% Disadvantaged pupils (R-Y11)	17.6	17.7	17.0	26.6	26.0
% Free School Meals pupils (R-Y11)	18.3	18.1	18.0	26.5	24.7
% EHCP pupils	1.9	2.9	3.0	4.1	3.5
% SEN Support pupils	13.3	13.8	12.5	17.2	14.8
% Not SEN pupils	84.9	83.3	84.6	78.7	81.7
% Planned Admission Number	86.7	88.9	96.1	70.3	

Our largest group of pupils is currently those of White British heritage. The rest of our community represents a wide range of ethnic groups. A large number of our pupils speak English as an Additional Language (EAL-currently 26%, as of September 2025). We are very proud of the ethnic diversity of our community and do everything that we can to reflect and celebrate this.

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

Pupils / Students on roll as of Nov 2025	Total: 500	Girls: 49.4%	Boys: 50.6%	
Attendance 2024-5	95.3%			
Total ethnic minority pupils	36%			
	Albanian	0.4	Pakistani	0.2%
	Any other Asian	2.4%	Turkish	0.2%
	Any other black	0.2	White and Asian	2.6%
	Any other group	0.2	White and Black African	2.2%
	Any other white background	4.8%	White and black Caribbean	2%
	Any other mixed	3.6%	White British	64%
	Arab	1.4%	White Eastern European	1.8%
	Bangladeshi	1.8%	White Western European	2.4%



	Black African	2.2%	White European	0.4%
	Chinese	1.2%	White Indian	0.2%
	Greek	0.2%	White and other Asian	0.4%
	Indian	1.4%	White Other	0.2%
	Iranian	0.8%	White Other British	0.4%
	Irish	1.2%	Other Mixed Background	0.4%
	Italian	0.2%	Refused	0.4
The most common other languages spoken/understood apart from English	Arabic: 3%	Albanian: 2.4%	Chinese: 1.2%	Polish: 1.2%
	Portuguese: 1.2%	Bengali: 1.6%		Spanish: 1.2%
Other languages other than English spoken mainly in pupils' homes	Afrikaans, Albanian, Arabic, Bengali, Bulgarian, Chichewa/Nyanja, Chinese, Dutch, Portuguese, Polish, Simhala, Spanish, Latvian, Korean, German, French, Estonian, Farsi/Persian, Hebrew, Hindi, Hungarian, Italian, Serbian, Japanese, Kurdish, Lithuanian, Malayam, Pashto, Romanian, Ukranian, Swahili, Swedish, Tagalog, Jajik, Tamil, Turkish, Turkmen, Urdu, Uzbek			
Number of different languages spoken altogether	39		% EAL: 26%	
Disability	0.8 %			
FSM	17.2%			
SEN register	15.6%			
EHCP/Statement	2.8%			
LAC/Special guardianship	0.8%			
Sexual orientation	We are aware that children in our school may grow up to identify within the LGBTQIA community. We also know that our parents and carers will be represented across all the protected groups.			
Religion	Buddhist	0.4%	Christian	15%
	Hindu	0.8%	Jewish	0.2%
	Muslim	9.2%	No Religion	67%



	Other religion	0.6%	Refused	0.2%
	Roman Catholic	0.4%	Rastafari	0.2%
	Greek Orthodox	0.2%		
	Orthodox Catholic/Easter n Orthodox	0.4%		
	Romanian Orthodox	0.2%		
	Ukranian Orthodox	0.2%		
Gender identity	We are aware that there may be children in our school community who question their assigned birth sex and work closely with families where this occurs. We also ensure that our parents and carers may wish to be known by non-binary pronouns, which we both acknowledge and respect.			

2. Fostering Good Relations Objectives 2025-26

At WHIS we are committed to minimising discrimination and are aware of the requirements of the Equalities Act to do this. We follow up any incidents of discrimination with due diligence for all pupils in our school communities and their families. We recognise the importance in facilitating aftercare with our families to support restorative practice. We have a tailored Prejudice Incidents Flowchart for all staff to follow when incidents occur. This ensures a standardised approach and care for children experiencing prejudiced behaviour.

What we already do well

In our school, we take pride in the range of work we do to foster good relations between peers and between children and adults in the school community. We acknowledge and





celebrate and both our differences and similarities as well as actively teaching and promoting inclusion and respect for all.

Parents complete regular questionnaires: July 2025

Our results show:

- 98% of our children feel happy at school
- 96% of our children report that they feel safe at school

Leadership and Management

For all families in our community to feel safe, seen, represented and listened to:

1. **To embed anti-racist principles in how we think and act in our everyday practice, policies and curriculum.** Our Anti-Racist Working Party is working to embed Brighton and Hove City Council Anti-Racist Framework and PSHE planning including, but not limited to, anti-racist lessons, updated reporting strategies, a parent/carers community voice group and an annual action plan that is updated termly.
2. **To listen with care and learn from each other to build a more inclusive, diverse and equal future.** All stakeholders to have mutual respect for, and tolerance of different faiths, beliefs, heritage and gender identity and that this is both represented and championed across the school community.
3. **To respond to prejudice-based incidents (including after care) using our school flowchart.**

Quality of Education and Personal Development

1. **We ensure that our curriculum fully reflects the diversity of our pupils and staff.** We are currently reviewing our curriculum to decolonise it. This means we are analysing the content currently taught and editing it to ensure more balance between genders, cultures and races. We have already successfully worked in Literacy, History, Art and Music for this and will continually revisit them, as well as introducing further subjects for review.
2. **We continue to ensure high quality social and emotional support for the most vulnerable children, led by the Federation Mental Health leads and Inclusion Team across all sites.**
3. **We enhance and enrich the curriculum with experiences that build children's Cultural Capital and creativity, ensuring staff are trained to the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.**
4. **We embed PSHE Anti-Racism sessions throughout the Federation (from Brighton and Hove City Council Framework).** We support pupils to explore the issues around racism they experience and identify with, helping them to understand their rights, supporting them to feel safe, express their cultural identities, and celebrate family stories.



Through our teaching and Learning we are working on:

- A key part of our curriculum is 'diversity'. Our curriculum, resources and learning environment reflects and celebrate the diversity of our children and their families, providing all children with a wide range of opportunities to learn about other cultures, nationalities and religions. This has been recognised by the Anti-Racism Team for the council and our work was presented at the July 2025 annual Anti-Racism Conference.
- We recognise the critical role home and first languages have to play in the development of English language learning and in children's cognitive development.
- Our resources and displays, including reading materials and signage, reflect the multilingual and multicultural nature of our community.
- Our bilingual and multilingual children and families receive support from the English as an Additional Language Translation Service (EALTS, formerly known as EMAS).
- Our PSHE curriculum creates opportunities to help children develop empathy, understanding and respect for each other's differences and similarities.
- Our assemblies promote respect and tolerance of others and encourage adherence to a culture of high expectations for 'Behaviour for Learning'.
- Children learn about different faiths and celebrations such as: Diwali, Eid, Lunar New Year, Hanukkah, Passover, Christmas and Easter.
- Many of our topics are focussed on countries around the world e.g. Rainforest (Yr2), Around the World (EYFS).
- Music lessons incorporates diverse music from many cultures and music from our families cultures is shared and listened to in assemblies.
- Children also learn about and visit their local area e.g. local parks, museums, library, places of worship, shops and the beach.
- Our children take part in local community events, celebrations and festivals such as 'Let's Dance' and the Brighton Festival Children's Parade.





English as an Additional Language Translation Service (EALTS):

We foster good relations by working closely with the local authority EALTS who support our bilingual children and their families through in class support and family liaison.

EALTS (formerly EMAS) have also reviewed our 'Starting School' booklet for parent and carers who speak English as an additional language (EAL).

This booklet includes a considerable wealth of information including details of our school uniform, school timings, clubs etc. This booklet also contains many photographs to help our EAL parents understand the content.

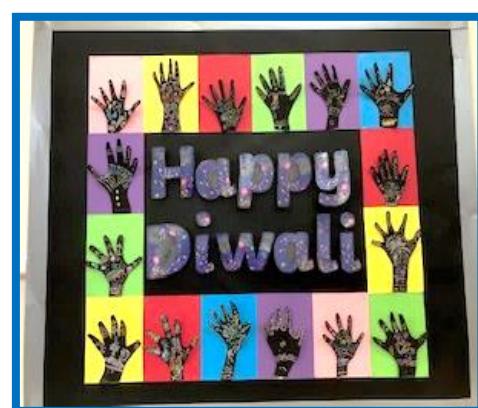
We work closely with EALTS to support teaching and learning in our school sites and our EAL link teacher has also been asked to disseminate our good practice to other schools within the local authority at conferences and training events. We have also hosted 'Family Learning' for the local authority which has supported our EAL parents.

We also aim to foster good relations through:

- An active and inclusive School Council, which meets regularly. The council has discussed issues and barriers to learning and formulated recommendations. They also discuss topics such as: '*Do you feel safe in school?*' and '*What helps us to feel safe and belong?*' regularly, which highlights and reinforces existing and systems used in school. These include but are not limited to our Learning Compass, which is a core part our Positive Behaviour Policy, Sensory Regulation Rooms, in each classroom and the ability to be able to approach any adult who works in the school.
- Our active and inclusive Eco Council, which meets regularly work with pupils across the school supporting the school's 'Our City, Our World curriculum'. Teaching staff have received CPD on embedding ecological and sustainability awareness into the curriculum in all subjects. The Eco Council work with the junior co council to collaborate on shared community events to raise awareness and embed understanding.



- A community group of parents, carers, and relations of our pupils who help form our anti-racism work and parent/carers working group.
- Providing annual staff training on at least one aspect of equality and diversity.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We ensure all pupils in our school see themselves reflected in the stories and books we read and share together, the assemblies we hold and in our teaching and learning environment including displays, teaching aids and curriculum resources.
- Giving clear messages about expectations as part of our school values. This includes regular learning opportunities and celebrations, which make use of the Equality Calendar. For example, pupils learn about Diwali, Hanukkah, Chinese New Year and other religious and cultural festivals.
- Our PSHE Lead for the Infant schools is the PSHE Lead teacher for the local authority. She ensures our school has the most up to date resources, lessons and skills provided for our children. She has worked on projects for Brighton & Hove City Council to create units of learning and resources for the city's schools. The work she has created, which was piloted at our schools has been presented both nationally and internationally and is bought by schools across the UK. She has also contributed to national publications on equality and diversity.
- Our PSHE curriculum is reviewed regularly each term at city-wide PSHE coordinator meetings. We pride ourselves on ensuring we provide opportunities to explore values and attitudes, understand similarities and differences and builds understanding of both different groups of people and our own identities within these. Examples of this in practice would be our development of an Anti-Racist curriculum through both explicit lessons and the school environment reflecting our broad and diverse community.
- Encouraging visits and visitors to build children's Cultural Capital, including the Police Neighbourhood Schools Officer and the fire service. (Please see our PSHE curriculum map which shows the learning by year group in more detail)
- Supporting local and national charities. Our School Council decide which local charities our fund raising events will support. We also take part in National fund raising events such as 'Red Nose Day' and



‘Children in Need’. This charity work also helps to foster good relations with our local community and gives pupils an awareness of others less fortunate than themselves

- We hold annual ‘Anti-Bullying Weeks’ to educate children on the differences between rude, mean and bullying behaviour, as well as how to seek support if they are experiencing bullying behaviour and how to safely stand up for what they believe in.

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

- Teaching and Learning
- Curriculum
- English as an Additional Language
- Equality & Diversity
- PSHE
- Positive Behaviour Policy

Fostering good relations objectives

- To continue developing materials and practices which support the induction of our EAL children, especially those children who arrive mid-year and/or are refugees or asylum seekers.
- To continue specific EALTS training for staff where appropriate.

3. Eliminating Discrimination

We work in partnership with parents and carers, pupils and the whole school community to prevent all forms of bullying and prejudiced based behaviour.

In the school year 2024/25, two prejudice-based incidents were reported. Ten incidents have been reported for 2025/6 year to date.

All bullying and prejudiced based incidents are recorded using our secure online system CPOMS. This data is regularly collated, analysed and acted upon.

These records are also used to inform our assemblies and the PSHE education curriculum and to support and track individual pupils. Incidents are discussed and reported termly to Governors’ meetings.

Our annual survey for pupils includes questions about keeping safe in school, bullying and friendships and our children know who they can talk to if they are worried.

This data is also analysed and used to measure impact and inform next steps. This data is reported back to the whole school community on an annual basis.





We actively encourage parents and carers to report bullying and prejudiced based incidents to us. We recognise that some groups are more vulnerable to bullying than others and, as such, we are vigilant in our monitoring of this.

Our pupils also take part in 'Anti Bullying' week each October and are educated in bullying behaviours and how to access help when needed.

We use 'Just Right' and a Restorative Justice approach throughout the school and our Inclusion Key Workers especially support those children who require additional support with social skills and friendships.



We have undertaken the 'School of Sanctuary' award, which is acknowledgement of the work we do welcoming all new children to the school, but especially refugees from around the world into our school community.

In Ofsted November 2024 our report noted that 'Pupils have a deep understanding of equality and kindness. The school is rightly proud of the high-quality personal development offer. The school's expertise is evident in the depth and quality of its work. Pupils not only feel safe but have the means to understand their own emotions and strategies to resolve and improve their mental health. Pupils' knowledge of spirituality and fairness is consistently applied and communally understood. Pupils with SEND are provided with the means to flourish. Consequently, pupils are more than ready for life in modern Britain and are accepting of all differences'.



Our Ofsted in November 2024 showed that 'Pupils say that they are known and heard by all adults. Pupils have worked with adults and made meaningful changes to the school's policies. For example, pupils' creation of the inclusive 'voice box' provision has been hugely influential to pupils' well-being. This includes pupils with special educational needs and/or disabilities (SEND), who feel valued in the school community.

'Equality of opportunity is well promoted and records show that there have been few incidents of bullying, racism or discrimination.

Exemplary behaviour makes the school a happy and calm place. Pupils are always friendly and polite. They show respect, care and consideration for each other and staff, reflecting the





courtesy shown to them by all staff. Behaviour is consistently very well managed, which makes a strong contribution to a positive climate to learning. Pupils understand the rewards and sanctions well and are keen to please. The school ensures that the culture and systems for behaviour support excellent standards of teaching and learning.

Pupils get on with each other extremely well and enjoy all aspects of the school. They have exceptional behaviour for learning because of the school's caring and supportive ethos. All pupils report that they feel cherished and safe.

Pupils feel extremely safe and well looked after. They like attending the before-school club and trust the staff, knowing they always listen if there are any problems.

The overwhelming majority of parents who responded to Parent View or who spoke to inspectors state that the school does all it can to ensure the well-being of their children.

You can read more about our approach to eliminating discrimination in the following policies:

- Equalities and Diversity
- Positive Behaviour Policy
- PSHE Policy
- Anti-bullying Policy
- Curriculum Policy

Eliminating discrimination objectives

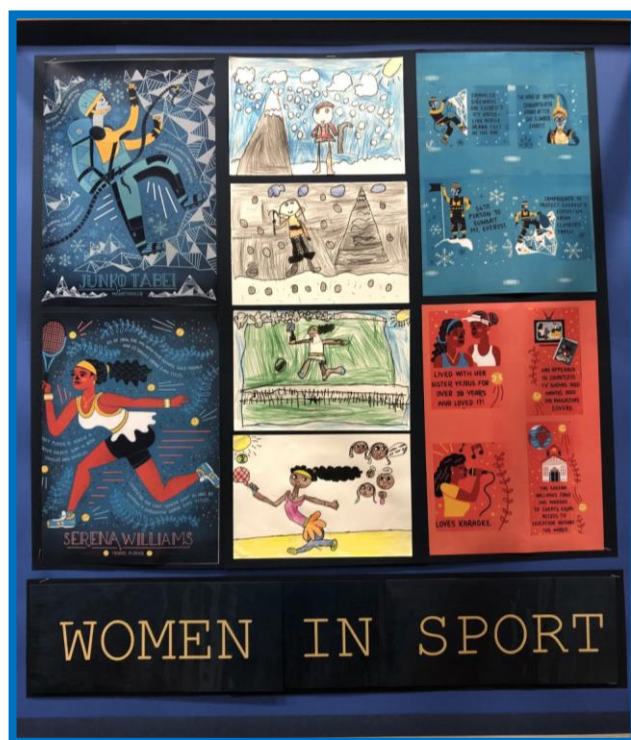
- To continue working and improving our focused work on mental health within the federation and to continue ensuring we welcome refugees from all around the world.
- To continue being rigorous in our teaching of anti-bullying and protective behaviours, both as part of the curriculum and as part of raising awareness.
- To continue and improve upon our work in creating harmonious relationships with the parents and carers in our community, enabling them to speak up wherever discriminations may arise.

4. Advance Equality of Opportunity

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by the protected characteristics (where possible) and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping.
- Promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider.
- Seek to involve all parents/carers in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.





All groups of children including protected and vulnerable groups make good or better progress and attainment in both the Early Years Foundation Stage and at the end of Key Stage 1.

Our Inclusion Quality Mark re- assessment (November 2024) noted:

“(The) school’s inclusive practices and commitment to mental health extend far beyond the classroom. Through thoughtful leadership, community collaboration, and innovative teaching, the school is preparing its children for both their present and future. By fostering trust, dissolving barriers, and celebrating individuality, it exemplifies what it means to be a truly inclusive and forward-thinking school, continuing to exemplify the qualities expected from an IQM Flagship School.”



You can read more about our approach to advancing equality of opportunity in the following policies:

- Teaching and Learning
- English as an Additional Language
- Equality
- Pupil Premium
- SEND
- Positive Behaviour Policy

Advance equality of opportunity objectives

- For our EAL children in YR, to continue to make good or better progress towards age related expectations for their GLD Good Level of Development and this remains above national expectations.
- For our EAL children in KS1, to continue to make good or better progress towards age related expectations in reading, maths and writing.

