Archbishop Cranmer C. of E. Primary Academy

Equalities Policy



'Striving for Life in All its Fullness'

John 10:10

Created by: Headteacher	August 2021
Reviewed by: Headteacher	Reviewed: January 2025
Ratified by: Governing Body (if applicable)	September 2021
Date for next review (or earlier should legislation require it)	January 2029

John 10[10]

Our Christian Vision

Jesus said *'I have come that they may have life in all its fullness' John 10:10.*
At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Our Mission Statement

- **For Life in all its Fullness for today…**
  - Archbishop Cranmer is a small, caring Church of England Primary School in Aslockton, Nottinghamshire. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.
  - We **aspire** to be a high achieving school that provides an outstanding education and **culture of opportunity** for all.
  - We believe that every child is unique and valued by God, with their **profound personal development** being at the heart of all we do.
  - We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
  - We foster warm partnerships with parents, the local community, St Thomas's church and local charities.

- **For Life in all its Fullness for the future**…
  - We teach our children to be excellent Christian role models for the future world.
  - We are inclusive, respectful and celebrate global diversity.
  - We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
  - We educate children on the importance of their well-being today and in their future.

Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.
Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



Through our school ethos, curriculum and community links, we work towards a common vision, sense of belonging for all, similar life opportunities for all and strong and positive relationships between different communities.

Contents

	Page
1. Equality statement	4
2. School context	4
3. Aims	5
4. Legislation and guidance	5
5. Roles and responsibilities	5
6. Eliminating discrimination	6
7. Advancing equality of opportunity	6
8. Fostering good relations	7
9. Equality considerations in decision-making	7
10. Equality objectives	8
11. Monitoring arrangements	9
12. Links with other policies	9

1. Equality Statement

We at Archbishop Cranmer C of E Academy aim to ensure that: All pupils and members of staff are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Archbishop Cranmer C of E Primary Academy seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. These principles apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Through our school ethos, curriculum and community links, we will work towards:

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities.

We conduct a programme of 'quality control' lesson observations to monitor provision and pupil progress data within each year group which is carefully scrutinised throughout the year. End of year information, including performance data as presented by ASP and FFT, is analysed by the school leadership team, in collaboration with the governing body. We also aim to conduct annual pupil, staff and parent questionnaires. All of this informs our current view that there are no identifiable groups of children across the school who are either under-performing or who feel discriminated against. We are never complacent and we are committed to working diligently in line with following Equality Objectives, as well as the action points identified in our School Development Plan.

In line with the Public Sector Equality Duty 2011, our Equality Objectives for 2019-2026 are below.

- To treat all children and adults with courtesy and challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others;
- Improve the participation and engagement of different groups of parents and communities;
- We promote the issues of equality and diversity as a key part of spiritual, moral, social and cultural development through all appropriate curricular opportunities, including experiences both in and beyond the school and ensure that all pupils are given similar opportunities with regards to after-school clubs, activities and educational visits and experiences;
- We ensure that all school staff are alert to identifying where a pupil or family might be experiencing disadvantage, in order that remedial action might be taken;
- We strive to ensure all children make at least 'good' academic progress on their journey through the school and if any under-achievement is identified in any particular group we put actions in place to rectify this.

- For reference: **Protected Characteristics**: as defined by the Equality Act 2010: sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, age, disability, marriage and civil partnership.

Please see further information within this policy for information on how we action these.

2. School Context

Our school is slightly smaller than average. A one-form entry school with pupils organised into 7 classes: all of which single form entry. Extended school provision includes breakfast and after school clubs.

The school is situated in Aslockton, a rural Nottinghamshire village. Almost all pupils are from White British family backgrounds and nominally Christian. We have a small number from minority ethnic backgrounds and a small number of EAL pupils which has increased over the last 3 years.
EAL numbers are currently 28 students representing 14%. We have a 'Standard' of provision for our EAL pupils.
Christianity is the main religion represented at the school. The social and economic circumstances of the pupils are relatively advantaged overall. There is little deprivation and many pupils are from families where parents are in business or work in the professions. The proportion of pupils eligible for free meals is typically low. The number of pupils with Special Educational Needs and Disabilities (SEND) is lower than the national average.

3. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

At Archbishop Cranmer C of E Primary Academy, we believe that every child deserves access to a broad and balanced curriculum and the chance to participate in a wide range of enriching activities. To ensure "similar life opportunities" for all pupils, we focus on the following:

Academic Opportunities

- **Tailored Support**: We offer targeted interventions and additional support for pupils who may be struggling academically, ensuring they can achieve their full potential.
- **Access to Resources**: All pupils have access to necessary learning materials, including digital resources, to support their education.

Extracurricular Activities

- **Inclusive Participation**: We ensure that all pupils, regardless of background or ability, can participate in extracurricular clubs and activities. For example, we offer financial support or transportation options for pupils who might otherwise be unable to attend.
- **Diverse Offerings**: Our school provides a variety of clubs and activities that cater to different interests, including sports, arts, and academic clubs, to engage a wide range of pupils.

Cultural and Social Experiences

- **Educational Visits**: We plan trips and visits that are accessible to all pupils, considering factors such as cost and accessibility for those with disabilities.
- **Cultural Awareness**: Our curriculum includes lessons and activities that promote understanding and appreciation of diverse cultures and perspectives.

Emotional and Social Support

- **Wellbeing Programs**: We implement programs that support pupils' emotional and social development, ensuring they have the skills to build positive relationships and succeed in a diverse society.
- **Mentoring and Guidance**: Pupils have access to mentoring and guidance services to help them navigate personal and academic challenges.

By embedding these practices into our school ethos and daily operations, we aim to provide all pupils with the skills and experiences they need to succeed, both academically and personally. This ensures that every child has the opportunity to thrive and prepares them for future challenges and successes.

4. Legislation and guidance

This document meets the requirements under that following legislation:

- The Equality Act (2010), which introduced the public sector equality duty and protects people from discrimination;
- The Equality Act 2010 (Specific Duties) Regulations (2011), which require schools to publish information to demonstrate how they are complying with the public sector duty and to publish equality objectives.
- This document is also base on Department for Education (DfE) guidance: The Equality Act 2010 and schools (2014).

We also monitor Local Authority Communications for any regional updates or additional guidance that may impact our school's policies.
We consult Professional Networks by engaging with educational networks or professional bodies such as the National Association of Head Teachers (NAHT) for updates on best practices and legal requirements.
We have reviewed Publications from Equality Bodies such as The Equality and Human Rights Commission (EHRC)
Through the Aspire MAT we are able to consult with legal or HR advisors who specialise in education law
This document also complies with out funding agreement and articles of association.

5. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor (Amy Taylor) will:

- Meet with the designated member of staff for equality every academic year (AHTs: EH and ER) and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they're familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to the full governing body regarding any issues.

The headteacher (Melanie Stevens) will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors;
- Support in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives set out in section 10.

6. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non- discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn Term.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

7. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act (2010), the school aims to advance the equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will, where relevant:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

8. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and relationships and health education (RHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Pupil Parliament has representatives from different year

groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip or activity:

- Cuts across any religious holidays;
- Is accessible to pupils with special educational needs or disabilities;
- Has equivalent facilities for boys and girls.

10. Equality objectives

Objective:	To achieve this objective we plan to:
1**. We strive to ensure all children make at least 'good' academic progress and narrow the gaps in attainment between groups of pupils, for example, girls and boys**.	Ensure rigorous monitoring of all groups of pupils is in place and that identification of any emerging gaps is picked up quickly to ensure keep up not catch-up. Provision will then be put into place to address any differences in progress or attainment. This will be evidenced on our PLE (Potential Lines of Enquiry).
Impact: *So far this year (spring term 2025) we have had a QA visit to look carefully at how well we deliver teaching and learning. The feedback from our CEO also informs our Governors and will feed into our school development plan* *End of year information, including performance data as presented by ASP and FFT, is analysed by the school leadership team, in collaboration with the governing body – see School Performance presented to governors and staff in HT report and FLGB*	
2. We promote the issues of equality and diversity as a key part of spiritual, moral, social and cultural development through all appropriate curricular opportunities, including experiences both in and beyond the school and ensure that all pupils are given similar opportunities with regards to after-school clubs, activities and educational visits and experiences.	We monitor pupil groups' involvement in all enrichment activities. Any under-representation of groups will be discussed with teachers and the SLT and measures will be put in place to address this, such as funding being made available or personal invitations to participate in activities and clubs. This is in line with our ASPIRE Ethos Model of Profound Personal Development, our schools offering an embedded Climate of Participation with an active Culture of Opportunity. Our Diversity on a page document demonstrates how teaching about difference and diversity is threaded through all areas of the curriculum. We use the Nottinghamshire Agreed Syllabus alongside Understanding Christianity We will plan in more visits to important buildings within different faith communities and ensure 'important issues of our time' is incorporated into our Active Plans. Enrichment days will incorporate visitors from different faiths and cultures. We create an SMSC document alongside each topic plan to show how we incorporate smsc opportunities across the curriculum
Impact: *We have a growing programme of enrichment available and using our SP system to monitor the number of pupils who attend. See also our SMSC section of our website which demonstrates pupils' involvement in our Culture of Opportunity including our teaching and learning of diversity and difference.*	
4. Improve the participation and engagement of different groups of parents and communities.	Develop the role of structured conversations with our hard to reach parents. See our home/school liaison document. Increase the number of opportunities for parents to be in school – training, shared learning, celebration assemblies, museum. classrooms Ensure parents who are not from a faith background are comfortable with our regular pupil lead services by holding some in school as well as in church. . We liaise with our local church to develop ways for community cohesion – this is also a page on our website.

Impact *Following parent feedback we have enabled more opportunities for parents to get involved in school: enhanced communication pathways, regular open mornings and parent forums have received favourable reviews. See questionnaire responses.*	
5. That all school staff are alert to identifying where a pupil or family might be experiencing disadvantage, in order that remedial action might be taken.	We make these discussions a priority agenda item in weekly staff meetings – all staff including midday supervisors and support staff know how to use CPOMS and our logging concerns sheets and there is always an open line of communication in school.
Impact *We have been able to support more disadvantaged families eg signposting to local food bank, pre-loved uniform, supporting with trips etc; We use our newsletter and other forms of communication to signpost families to services and support. We have seen an Increase in our % of disadvantaged pupils.*	

11. Monitoring arrangements

The head teacher and nominated equalities governor will update the equality information we publish, at least every year.

The document will be reviewed by the head teacher and governing body at least every 4 years.

12. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Special Educational Needs and Disabilities (SEND)