



Cradley CE Primary School

Equality Objectives 2025-2028



Objective 1 - Eliminate discrimination and other conduct that is prohibited by the Act

At Cradley CE Primary, we are fully committed to eliminating discrimination and any conduct prohibited under the Equality Act 2010. Our approach is embedded within our school's ethos of *believe, belong, be happy* and underpinned by our values of trust, courage, forgiveness, perseverance, caring, resilience, respect, and belonging. We recognise that creating an inclusive, respectful, and safe environment is essential for the wellbeing and flourishing of all pupils and adults in our community.

Understanding and Commitment

We understand that discrimination can manifest in many forms, including on the grounds of gender, race, disability, sexual orientation, religion, and other protected characteristics. Our school actively challenges stereotypes and discriminatory attitudes to ensure equality of opportunity and treatment for all pupils and staff.

Key Policies and Practises

- **Behaviour and Anti-Bullying Policy**

Our behaviour and anti-bullying policies explicitly prohibit discrimination, harassment, and victimisation. These documents clearly state our zero-tolerance stance towards all forms of discriminatory behaviour, including homophobic, racist, and sexist bullying. The policies are regularly reviewed and communicated to pupils, staff, and parents to ensure awareness and understanding.

- **Staff Training and Awareness**

We provide ongoing training and development sessions for all staff to deepen their understanding of the Equality Act and the importance of eliminating discrimination. These sessions include guidance on recognising and addressing unconscious bias and stereotypes related to gender, race, and other characteristics.

- **Challenging Stereotypes in the Curriculum and School Life**

As a Church of England school, we actively promote respect and dignity for all individuals. Our curriculum is designed to challenge gender, race, and other stereotypes by:

- Incorporating diverse perspectives and role models across subjects and reading materials.
- Encouraging all pupils, regardless of gender or background, to participate fully in a wide range of activities including sports, leadership roles, and school societies.
- Promoting discussions and learning around equality, diversity, and inclusion through assemblies, Religious Education, and PSHE lessons that reinforce positive attitudes and challenge discriminatory views.

- **Monitoring and Reporting**

We regularly monitor behaviour incidents, attendance, and exclusion data to identify and address any patterns that may indicate discrimination or inequality. For example, we track incidents of bullying linked to protected characteristics and implement targeted interventions to reduce such occurrences.

- **Inclusive Admissions and Support**

Although we are a voluntary aided Church of England school, we do not discriminate in admissions and welcome pupils from diverse backgrounds. Our support structures are

tailored to meet the needs of vulnerable groups, including pupils with SEND and those from ethnic minority backgrounds, ensuring equitable access to learning and participation.

Community and Governance

Our Governing Body and leadership team maintain a clear focus on equality compliance. They receive regular updates on equality-related matters and ensure the school's policies and practises reflect the requirements of the Equality Act. Staff and governors are reminded annually of their responsibilities under the Act through meetings and training.

Objective 2 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it

At Cradley CE Primary, we are committed to advancing equality of opportunity between pupils who share protected characteristics and those who do not. This commitment aligns closely with our vision of ensuring every child has every chance, every day, to flourish academically, socially, and spiritually in a safe and inclusive environment.

Understanding and Context

We recognise that advancing equality of opportunity means actively removing or minimising disadvantages connected to protected characteristics such as disability, race, gender, ethnicity, and language needs. It also involves taking specific steps to meet the particular needs of pupils and encouraging full participation in all aspects of school life.

How We Advance Equality of Opportunity

- **Inclusive Curriculum and Differentiation**
Our curriculum is thoughtfully designed to meet the diverse needs of all pupils, including those with SEND (13.8% of our pupils), EAL (8.6%), and from various ethnic backgrounds (21%). We provide tailored learning support and enrichment opportunities, ensuring that pupils with protected characteristics receive the necessary challenge and encouragement to succeed alongside their peers.
- **Targeted Support and Interventions**
We analyse attainment and progress data regularly, including by gender, ethnicity, SEND status, and disadvantage, to identify and address any gaps. For example, we implement focused interventions to support pupils with SEND or those who are disadvantaged (19%), helping to raise attainment and remove barriers to learning.
- **Fostering Participation and Engagement**
We actively encourage all pupils, regardless of their background or needs, to participate fully in school activities. This includes leadership opportunities, after-school clubs, and school events. Our pupil leadership initiatives promote confidence and inclusivity, ensuring diverse voices are heard and valued.
- **Wellbeing and Spiritual Development**
As a Church of England voluntary aided school, we prioritise spirituality and wellbeing for pupils and adults alike. Our values of trust, respect, resilience, and belonging underpin our approach to equality, fostering a supportive environment where differences are celebrated and pupils feel safe and valued.
- **Policies That Support Equality**
Our behaviour, anti-bullying, and inclusion policies explicitly address the importance of avoiding discrimination and promoting equality. We have clear procedures to tackle any incidents related to protected characteristics, including racism, disability discrimination, or bullying related to language or culture.

- **Engagement with Pupils and Families**

We maintain open communication with parents and carers, ensuring their perspectives inform our equality objectives. This engagement helps us understand and respond effectively to the specific needs of our diverse school community.

Examples of Practice

- Enabling pupils with disabilities or additional needs to access all learning and extracurricular activities through reasonable adjustments and specialist support.
- Providing prayer spaces and opportunities aligned with our faith ethos while respecting all beliefs and cultures represented in our school.
- Celebrating cultural diversity through assemblies, curriculum content, and community events that promote understanding and respect.
- Monitoring and reporting on attendance and exclusions data to ensure no group is disproportionately affected, with targeted support to reduce persistent absenteeism and exclusions.

Conclusion

Through these comprehensive and tailored approaches, Cradley CE Primary actively advances equality of opportunity for all pupils. Our commitment is embedded in daily practice, policy, and the ethos of the school, ensuring we meet the specific needs of those with protected characteristics and enable every pupil to flourish.

Objective 3 - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

At Cradley CE Primary, fostering good relations between pupils and adults who share protected characteristics and those who do not is central to our ethos and daily practice. We recognise that promoting positive relationships across all protected characteristics is essential to creating a safe, inclusive, and flourishing school community where everyone feels they belong.

Understanding and Commitment to the Duty

We understand the Public Sector Equality Duty requires schools to actively promote harmony and understanding between different groups, breaking down barriers and challenging prejudices. In line with this, Cradley CE Primary is committed to fostering respect, resilience, and a strong sense of belonging among our diverse pupil body, which includes 21% ethnic diversity, 8.6% EAL pupils, 19% disadvantaged pupils, and 13.8% pupils with SEND.

Policies and Strategic Approach

- We work collaboratively with pupils, families, and wider stakeholders to develop and maintain a comprehensive anti-bullying strategy. This strategy specifically addresses bullying related to protected characteristics such as race, disability, gender, and sexual orientation.
- Our behaviour and anti-bullying policies explicitly promote respect and kindness and include clear procedures for addressing discriminatory incidents or harassment. These policies are regularly reviewed and communicated to all members of the school community to ensure consistent understanding and application.

Practical Initiatives and Examples

- **Pupil and Family Engagement:** We actively involve pupils and their families in discussions and decision-making around equality and inclusion. This engagement ensures that initiatives to foster good relations reflect lived experiences and meet the needs of all groups.

- **Curriculum and Assemblies:** Through our curriculum and collective worship, we embed themes of tolerance, respect, and understanding of different cultures, faiths, and identities. This is supported by assemblies and class activities that celebrate diversity and encourage pupils to appreciate differences and commonalities.
- **Community and Stakeholder Partnerships:** We collaborate with local community groups and organisations to broaden pupils' experiences and interactions with diverse groups, reinforcing the school's values of trust, forgiveness, and respect.
- **Monitoring and Feedback:** We continually monitor the effectiveness of our anti-bullying initiatives by tracking incidents and gathering feedback from pupils and families. Evidence of a decline in bullying, particularly relating to protected characteristics, demonstrates the positive impact of our work to foster good relations.

Alignment with Our Vision and Values

Our commitment to fostering good relations aligns closely with our vision: *"Believe, belong, be happy; every child, every chance, every day,"* and our values of trust, courage, forgiveness, perseverance, caring, resilience, respect, and belonging. We believe that by nurturing these values in every child and adult, we create an environment where all can flourish spiritually, academically, and socially.

Through these combined efforts, Cradley CE Primary ensures that the spirit of the Public Sector Equality Duty is embedded in our school culture, promoting a harmonious environment where all pupils and adults feel valued and supported regardless of their protected characteristics.