



## **Cranbourne Equality Information**

At Cranbourne we are aware of the requirement of the Equality Act 2010 and understand that:

1. It is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. We must advance equality of opportunity between people who share protected characteristics and those who do not.
3. We must foster good relations between people who share a protected characteristic and those who do not.

To ensure all members of the school work towards these aims:

- Our governing body regularly reviews our Equality Policy.
- We keep a record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a Staff Code of Conduct which addresses issues about being respectful and professional in behaviour to all staff and pupils.
- We have a Behaviour Policy that ensures that all pupils are both rewarded and sanctioned appropriately, and it is viewed fairly and positively by the staff and students alike.
- We actively discourage bullying and deal promptly and effectively with all incidents and complaints of bullying and harassment that may occur including cyber-bullying and prejudice-based bullying related to disability or special education needs, ethnicity and race, gender, gender re-assignment, pregnancy or maternity, religion and belief and sexual orientation. We ensure all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature of such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to students' spiritual, moral, social and cultural development.
- Notably, staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that pupils may have.
- Our grievance procedure sets out clear guidance for staff who wish to make formal complaints.

- Our Admission Policy adheres to the guidelines as set by the Admissions Code and is strictly followed.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.
- We have a Special Education Needs Policy that outlines the provision the school makes for pupils with special education needs. We endeavour to offer all pupils access to the national curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have.
- We take all E-safety issues very seriously. Through assemblies and lessons, students and staff are made aware of suitable internet conduct.
- Through our broad curriculum, we work hard to eliminate discrimination, harassment and victimisation; students are encouraged to think about their responsibilities to the world in which they live. Students are encouraged to broaden their understanding of other's beliefs, cultures and faiths.
- We have a vibrant and well-represented Student Council that ensures that students have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making.
- We understand that attendance plays an integral part in students' achievement at school. Thus, through our Attendance Policy we investigate any discrepancies that may occur and address inequalities appropriately.
- Achievement and progress of all students, particularly those with disabilities is tracked and reviewed regularly.
- The relationship between disabled students and others is very positive. Students have responded positively and maturely and generally, students are very tolerant of those with SEND.
- We support disabled learners by meeting their individual needs, e.g. we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, support is devised to address pupils' learning needs and to enable access to mainstream curriculum, e.g. through adapted resources, multisensory learning programmes for pupils with specific learning difficulties, highly differentiated work for pupils working at below average national curriculum levels, etc.
- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils, through our use of HLTAs and TAs, several with specialist training (e.g. in ASD, Behaviour Management)
- We involve disabled learners and their families in the changes and improvements we make. Student leadership and two-way conversations with parents shape the school.
- The work that has been done to develop high aspirations and a culture of success in the school also contributes to pupils' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.
- The school has excellent links with EMTAS and a team of Young Interpreters welcome language learners into the school and explain cultural differences.
- We continue to develop a curriculum that encourages all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHE and Citizenship programmes.
- We are committed to working for the equality of all ethnic groups and we work hard to involve parents and families, e.g. letters in different languages where possible, interpreters

to support EAL students to sit GCSEs in their first language. The growing percentage of students from Eastern European and Asian countries and has provided plenty of opportunities for students to evaluate and form ethical viewpoints. The fact that the progress 8 score at GCSE for children with BME heritage is better than their peer group

- indicates that discrimination is not an inhibiting factor. Exclusion data also indicates that no ethnic group is being disadvantaged.

### **Cranbourne**

The information is based on the January School Census return.

**Number on roll 2018: 864**

		<b>% of students at Cranbourne in 2017-18</b>	<b>% of students nationally in 2017</b>
<b>% girls in 2017</b>		49.3	52
<b>% of pupils known to be eligible for free school meals (FSM)</b>		17.2	27
<b>% of pupils first language not / believed not to be English</b>		13.8	13
<b>% of pupils with SEN support</b>		12.6	12
<b>% of pupils with an SEN statement or EHC plan</b>		1.8	1.1

**Date of Issue: May 2018**

**Date of review: May 2019**