



Equality Policy

(including Equality Information and Objectives)

Approved and Adopted

Policy Author:	Headteacher
Approved by:	Full Governing Body
Approved date:	25 th November 2025
Review date:	November 2026

Introduction

The Governing body of Cranbourne welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

At Cranbourne we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a Rights Respecting community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards our ethos and achieving excellence.

We recognise that equality will only be achieved by the whole school community working together – students, staff, governors and parents.

Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a young person.

This document outlines the principles which guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010, the school is required to observe the Public Sector Equality Duty. There are two parts to this duty: a general duty and specific duties.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The general duty

The three aims of the "general duty" require the school to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are:

- age,
- disability,
- race,
- religion or belief,
- sex
- gender reassignment,
- pregnancy and maternity,
- sexual orientation
- marriage or civil partnership status. (employees only)

The specific duties

The school is required to publish:

- information to demonstrate its compliance with the general equality duty
- one or more equality objectives.

The information will need to be published annually and the objectives at least every four years.

As the school has fewer than 150 employees, it is not required to publish information relating to staff.

Principles and aims

- At Cranbourne we see all pupils and potential pupils, and their parents and carers, as of equal value, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantages which people may face in relation to their race, gender, disability, religion/belief, sexual orientation or age.
- Cranbourne will promote race equality and have due regard to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.
- Cranbourne will promote disability equality throughout the school, ensuring the equality of opportunity, eliminating unlawful discrimination, eliminating disability related harassment and encouraging participation by disabled people in public life.
- Cranbourne will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- Transgender people are explicitly covered by the gender equality duty. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. This school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within the social community.
- Cranbourne is opposed to all forms of prejudice and recognises that student and young people who experience any form of prejudice related discrimination may fare less well in the education system.
- Cranbourne will ensure that all staff comply with the appropriate equality legislation and regulations.

The school will:

- Ensure staff are aware of their responsibilities, are given necessary training and support, and report progress to the governing board.

- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of their race, gender, disability, religion/belief, sexual orientation or age, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.

Evidence and information gathering

The school constantly monitors the progress of every student in its care. Careful tracking of students with protected characteristics or from more vulnerable groups ensures that they are given every chance to make the progress of which they are capable. Governors regularly receive information about these students and spend time in school to monitor the effectiveness of current practice. The tables published on the school website provide an introduction to the composition of the school year groups, and relative levels of achievement in Statutory assessments. We compare our performance to that of other schools through the recognised national reporting systems, Fischer Family Trust, including contextual data and IDSR We respond to the Local Authority requests for data on specific groups.

Other monitoring is carried out on a more informal basis and includes, for example, the senior leadership reviewing the students who have been rewarded or recognised during the week, or those who have had privileges removed or other sanctions.

Information about the staff team, governors and parent helpers is also important in ensuring we have a 'whole school' approach to equality.

In developing this policy and the associated action plan, we have collected a range of other evidence such as:

Information source	Frequency	Nature of information
Staff, governors and volunteers		
Staff wellbeing survey	Bi-annual	All protected characteristics
Staff development records	Ongoing	Equalities training
Exit interviews	Ongoing	Qualitative feedback on wellbeing/inclusion issues
Retention statistics (including return from maternity leave)	Ongoing	Evidence of wellbeing
Grievances and complaints	As arising	Evidence of concerns about inclusion
Parents and children		
Tracking information	Attainment 3x a year Exclusion/attendance and behaviour termly	Protected characteristics Vulnerable groups
One-off parent questionnaire	Annual	Evidence of inclusion
Pupil questionnaire	Annual	Wellbeing Feeling of safety Bullying
Admissions data	Annual	Race Disability Gender Religion or belief
Behaviour Logs	Ongoing	Discriminatory incidents (eg racist or homophobic) Bullying
Access to extra-curricular activities		Protected characteristics Vulnerable groups
Complaints	Ongoing	Concerns about inclusion

Ofsted reports	As arising	Wellbeing Feeling of safety Bullying
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Roles and responsibilities

The **Governing Body** will

- monitor the implementation of the Single Equality Policy and Action Plan and check progress and assess impact on staff, students, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the action plan objectives to be published every four years
- check that implementation of the action plan benefits people from the identified groups with protected characteristics and fosters good relations between them and others
- monitor the diversity of the Governing Body and seek to encourage applications from groups that are representative of the local and school population **and** those who have or can reflect the experience of people with protected characteristics

The **Senior Leadership Team** will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this policy and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the policy and action plan
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- monitor the recruitment and career progress of staff from different groups and communities.
- co-ordinate all monitoring and tracking of pupil progress across the school
- lead on the analysis of data for discussion with the senior leadership team and governors
- prepare the equalities information for the school website each year.
- drive forward implementation of the policy and action plan to achieve the objective(s)
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimisation.

The Special Educational Needs Co-ordinator (SENCo)

- will work closely with the Headteacher and teachers as part of the senior management team and will be closely involved in the strategic development of the SEN practice and provision;
- has responsibility for day to day operation of the school's SEN procedures and will co-ordinate provision for pupils with SEN.

All staff will

- recognise that they have a role and responsibility in their day-to-day work to
 - eliminate discrimination, advance equality and foster good relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment and report these
 - respond appropriately and provide reasonable adjustments to the needs of pupils, parents, staff and others with protected characteristics
 - provide reasonable adjustment and support for disabled learners and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

Response to incidents of harassment

Any incident of harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property or lack of cooperation in a lesson, due to the particular characteristics (e.g. race, religion, belief or disability) of a pupil, parent or member of staff.

The school will follow the Local Authority's guidelines in dealing with incidents of harassment.

Equality objectives 2024-2027

The ongoing objectives we have set ourselves for the next four years are to:

1. To diminish the difference in progress and outcomes between male and female students at the school.
2. To further reduce the incidence of discriminatory language by students in the school.
3. To improve the behaviour for learning of SEND students.
4. To improve the attendance of vulnerable students.

5. To maintain the positive ethos, inclusion and diversity of the school.

Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Policy and Action Plan, and also update the equalities information published on our website. This information also allows our local community to see how the school is advancing equality of opportunity.

We will formally review, evaluate and revise this Single Equality Policy and Action Plan every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

We know that our approach is successful when monitoring demonstrates that:

- the needs of pupils are provided for and appropriate progress is made across all groups;
- support and intervention is successful at all levels;
- pupils at particular risk are well supported;
- tracking of pupils informs appropriate planning and intervention;
- agencies work effectively together with school to support pupils;
- staff retention is good, and staff attitudes are positive as measured through regular attitude surveys.

Supporting policies and procedures

School policies dealing with equality issues are:

- Accessibility Plan
- Behaviour policy
- Complaints policy
- SEND policy
- Hampshire County Council's Manual of Personnel Practice and locally adopted Performance Management and Pay Policies.

Appendix 1: Report on Progress Against Equalities Objectives November 2023

Equality objectives 2024-2027

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5. To maintain the positive ethos, inclusion and diversity of the school.

Objective 1 – To diminish the difference in progress and outcomes between male and female students at the school.

2024-2025	Equalities Information
Attainment in English by gender (Grade 4+)	(44 pupils) Female 79% (43 Pupils) Male 70%
Attainment in Maths by gender (Grade 4+)	(35 pupils) Female 63% (40 Pupils) Male 66%
Attainment of Basics (4+ English and Maths) by Gender	(33 pupils) Female 59% (36 Pupils) Male 59%

Objective 2 – To reduce the incidence of discriminatory language by students in the school.

2024-2025	Number of incidents
Racist Incidents	31
Religious Belief Incidents	1
Homophobic/Transphobic Incidents	32
Sexist Incidents	36
Ableist Incidents	8

Objective 3 – To improve the behaviour for learning of SEND students.

2023-2024	
% of behaviour logs SEND	25%

% of behaviour log Non SEND	75%
% Suspension 2024/25 SEND	30%
% Suspension Non SEND	70%

Objective 4 – To improve the attendance of vulnerable students.

2024-2025	
Attendance by Gender	Female 90.5% - Male 92.3% (National Female 93.7% Male 92.9%)
Exclusion by Gender	Female 4.07% - Male 2.62% (National Female 5.61 Male 11.66%)
Attendance by socio economic background (PP Students)	84.4% (National 88.2%)
Exclusion by socio economic background (PP Students)	7.81% (National 21.7%)
Attendance by SEN	83.29% (National 87.1%)
Exclusion by SEN	7.56% (National 24.42%)

Objective 5 – To maintain the positive ethos, inclusion and diversity of the school.

2023-2024	
% of children happy at school	99%
% of children safe at school	96%
% of children who think behaviour is good	88%
% of children who think bullying is dealt with effectively	84%
% who feel Cranbourne is inclusive	98%

Appendix 2: Equalities information November 2024

2023-2024	
Attainment in English by gender (Grade 4+)	(44 pupils) Female 79% (43 Pupils) Male 70%
Attainment in Maths by gender (Grade 4+)	(35 pupils) Female 63% (40 Pupils) Male 66%
Attainment of Basics (4+ English and Maths) by Gender	(33 pupils) Female 59% (36 Pupils) Male 59%
Attainment of Basics (4+ English and Maths) by Ethnicity	(39 pupils) White 55% (6 pupils) Black African 75% (8 pupils) Any Other Asian Background 89% (1 Pupil) Any Other Black Background 100% (6 pupils) Any Other White Background 46% (1 pupil) White and Asian 100% (2 pupils) Any Other Ethnic Group 100% (0 pupil) White and Black African 0% (2 pupils) Indian 50% (1 pupil) Chinese 100% (1 pupil) Black Caribbean 100% (1 pupil) White and Black Caribbean 100% (1 pupil) Information Not Yet Obtained 50% (1 pupil) Refused Group 100%
Attainment of Basics (4+ English and Maths) SEN	(7 pupils) SEN Support 47% (2 pupils) EHCP 25% (60 pupils) No SEN 64%
Attainment of Basics (4+ English and Maths) by socio economic background	(15 pupils) FSM 38% (54 pupils) Non FSM 70%
Attendance by Gender	Female 90.5% - Male 92.3% (National Female 92.7% Male 92.9%)
Exclusion by Gender	Female 1.88% - Male 3.08% (National Female 5.61 Male 11.66%)
Attendance by socio economic background (PP Students)	83.6% (National 86%)
Exclusion by socio economic background (PP Students)	3.45% (National 16.57%)
Attendance by SEN	83.3% (National 85.9%)
Exclusion by SEN	7.29% (National 16.91%)

The Governing Board is made up of male and female volunteers from diverse backgrounds, and has a mix of White British and BME members.

Characteristic	Number of members
Male	5
Female	8
White British	11
BME	2

The school premises are used by the local community with a variety of age groups and ethnicities having access to our facilities, including the local Mosque School, youth swimming groups, The Berg Football Association and Marshal Arts Clubs.