



CRADLEY CE PRIMARY SCHOOL

Cradley Primary School Equality Statement

Vision Statement: Enriching Lives

Policy written by: Mrs B Gleaves & Mrs E Smith, updated by Mrs D Jones

<u>Dates</u>			
Written	Autumn 19		
Reviewed			
Amended	Autumn 25		
Next Review	Autumn 26		



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“For God shows no partiality” Romans 2:11

School Composition (2024-2025)

- Male 66% Female 34%
- Ethnicity breakdown:
 - White British 77.9%
 - White English 10.5%
 - White and Black African 2.3%
 - White European 2.3%
 - Other mixed background 7%
- % eligible for FSM is above national averages
- % of pupils from ethnic minority backgrounds is well below national averages
- % of pupils for whom English is an additional language is well below national averages
- % of pupils with SEN support is above national averages
- % of pupils with EHC plans is below national averages
- % school pupil mobility rate is close to national averages
- The school deprivation indicator is close to national averages

Numbers on roll: 86

Our Commitment to Equality

At Cradley C of E Primary School, we reaffirm our commitment to the duties under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics, promoting community cohesion.

We also uphold our responsibilities under the Human Rights Act 1998, including respect for individuals' rights to privacy, freedom from degrading treatment, and non-discrimination. Our approach aligns with the updated statutory guidance in Keeping Children Safe in Education 2025 and the OFSTED 2025 inspection framework, which emphasises safeguarding, inclusion, and equality at the core of school life.



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Principles Guiding Our Equality Policy

1. **Equal Value:** All learners, staff, parents, and carers are valued equally regardless of age (where appropriate), disability, ethnicity, gender, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, or any other protected characteristic.
2. **Respect for Differences:** We recognise that treating people equally does not always mean treating them the same. Reasonable adjustments will be made to ensure fairness and accessibility for all.
3. **Positive Relationships:** We actively promote mutual respect and work to eliminate harassment, bullying, racism, homophobia, xenophobia, and all forms of discrimination.
4. **Inclusive Recruitment and Development:** Our recruitment, retention, and professional development practises reflect our commitment to equality and diversity.
5. **Engagement and Participation:** We involve all stakeholders, including pupils, staff, and parents, in the development and review of policies to ensure they meet diverse needs and reduce inequalities.
6. **Community Cohesion:** Our policies and curriculum foster understanding, respect, and positive contributions to society, reflecting fundamental British values as required by the OFSTED framework.
7. **Transparency and Accountability:** We maintain and publish data to demonstrate compliance with the Public Sector Equality Duty, monitor prejudice-related incidents, and report progress against specific equality objectives.
8. **Curriculum and Teaching:** Our curriculum is regularly reviewed to ensure it reflects equality principles, promotes inclusion, and prepares pupils for life in a diverse society.

Staff Responsibilities

All staff will:

- Promote an inclusive and collaborative ethos in their classrooms and across the school.
- Address and report prejudice-related incidents promptly and effectively.
- Plan and deliver lessons that reflect and promote equality and diversity.
- Support pupils for whom English is an additional language and those with special educational needs.
- Keep up to date with relevant equality and safeguarding legislation and training.

Governance and Leadership

The Governing Body holds strategic responsibility for ensuring compliance with equality legislation and policies, supported by the Headteacher in operational implementation. A designated senior



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leader will have specific oversight of safeguarding and equality arrangements, as recommended in Keeping Children Safe in Education 2025.

Monitoring and Review

- We will regularly collect and analyse quantitative and qualitative data related to equality and inclusion.
- Prejudice-related incidents will be recorded and reported to the local authority as required.
- Specific, measurable equality objectives will be set, reviewed annually, and progress reported to the Governing Body and school community.

References and Legal Framework

- Equality Act 2010 and Public Sector Equality Duty
- Human Rights Act 1998
- Keeping Children Safe in Education 2025 (Statutory Guidance)
- OFSTED Education Inspection Framework 2025
- UN Conventions on the Rights of the Child and Rights of People with Disabilities