

The St. Bart's Multi-Academy Trust

Equalities Information and Objectives Statement

Academy:	Cranberry Academy
Year:	Reviewed October 2024

Promoting equality is at the heart of the St Bart's Multi- Academy Trust's mission. Our moral purpose is to provide the best education and curriculum in all our academies, enabling every child to realise their full potential. A commitment to equality of opportunity for both pupils and staff is at the core of everything we do. Through the positive promotion of equality, and by challenging any form of bullying and harassment and creating an environment which champions respect for all, we aim to eliminate discrimination and fulfil our obligations under the Equalities Act 2010.

Vision Statement

Vision

At Cranberry, we believe that education is preparation for life, and we seek to prepare each child to face life beyond the school with confidence. We aspire to set high standards for personal behaviour and self-belief, with kindness and respect for other people of all ages, races and cultures. We provide exciting and quality learning experiences in a safe, secure and happy environment.

Values

- Resilience: **to show determination and perseverance**
- Respect: **to show mutual respect, kindness and understanding of the world and everyone in it**
- Curiosity: **to develop an eagerness to explore, discover and learn**
- Pride: **to be proud of oneself and want to do our best in every aspect of school life and beyond**
- Positivity: **to make positive, healthy life choices and be happy**
- Responsibility: **to develop independence and make responsible, safe choices**

Specific Statutory Duties

Cranberry Academy 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

Cranberry Academy has a statutory duty to publish an Equality Information and Objectives Statement, as such we will publish this statement and our objectives on the Academy website and raise awareness of the plan through the Academy newsletter/social media, assemblies/worship, staff meetings and other communications.

The Academy Equality Objectives are updated every 4 years with progress analysed annually. The Academy must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices, this information will be updated annually.

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Cranberry Academy eliminates discrimination by:

- Policies are in place to cover anti-bullying, behaviour, staff pay and appraisal.
- Governor meeting minutes show equality is discussed and relevant actions taken.
- Equality issues are recorded and presented to governors, with relevant action taken.
- Single equality objectives are identified and published. Actions are embedded into school development plans as appropriate.
- Regular monitoring the curriculum to ensure that the needs of all our pupils are met and that it promotes respect for diversity and challenges negative stereotyping.
- Tracking pupil progress to ensure that all children make rapid progress and intervening when necessary; ensuring that all pupils have the opportunity to access extra-curricular provision.

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

Cranberry Academy will advance equality of opportunity by:

- Safer recruitment processes are in place, including panel selection and decision making that is removed from the 9 protected characteristics.
- Attainment data reviews different pupil groups e.g. gender, EAL and disadvantage. Relevant actions for specific pupil groups are built into action plans and school development.
- Bullying incidents are recorded and presented to governors, which shows very low incidence of bullying overall, but also specifically related to a protected characteristic.
- Accessibility plan (see [Policies](#) page) in place, with adaptation for those with disability e.g. disabled toilet access for pupils and adults.

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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

- Relationships with parents fostered through clear, regular communications by letter/dojo/email/text and parents' evenings. This includes ad-hoc welcome meetings and individual meetings and/or discussions with parents where there is an additional need.
- Assemblies are used to promote diversity, friendship, and understanding of a range of religions and cultures.
- By making collaboration and community a priority for school development.
- Ensuring aspects of the curriculum promote tolerance, friendship and raise awareness of a range of religions and cultures

Pupil Characteristics – Academic Year 2024 - 2025

Total Number of Pupils on roll: 444

	Male	Female	FSM	PP	EAL	In Care / Looked After	SEN Support	EHCP	GRT
Nursery	10	18	0	0	0	0	0	1	0
Reception	35	25	0	1	3	0	2	1	0
Year 1	29	29	6	7	1	1	2	1	0
Year 2	30	31	10	11	2	1	6	1	0
Year 3	27	33	7	7	6	1	10	2	0
Year 4	26	34	11	11	3	0	7	0	0
Year 5	32	27	7	9	7	1	10	3	0
Year 6	24	34	8	11	5	3	15	3	0

Ethnic Categories NB the list of ethnicities is provided by the DfE's Common Basic Data Set.

White – British	368	White - Irish	0	Traveler of Irish Heritage	0
Gypsy / Roma	0	Any Other White Background	8	White and Black Caribbean	12
White and Black African	4	White and Asian	7	Any other mixed background	4
Indian	0	Pakistani	2	Bangladeshi	0
Any Other Asian Background	2	Black Caribbean	0	Black - African	8
Any Other Black Background	1	Chinese	13	Any Other Ethnic Group	10
Refused	0	Information Not Obtained	5		

Religion and Belief NB the list of religion and belief is provided by the DfE's Common Basic Data Set.

Baptist	0	Free Church	0	Muslim	4	Seventh Day Adventist	0
Buddhist	3	Greek Orthodox	0	No Religion	236	Sikh	0
Church of England	4	Hindu	1	Quaker	0	United Reform Church	0
Christian	130	Jewish	0	Roman Catholic	5	Other Faith	3
Congregational	0	Jehovah's Witness	0	Russian Orthodox			
Christian (Ecumenical)	0	Methodist	2	Salvation Army			

Equality Objectives – 2024-2025

Cranberry Academy has established the following objectives:

Link to Public Sector Equality Duty	Objective	Measures taken	Responsibility	Success Criteria	Review of Measures taken Year 1	Review of Measures taken Year 2	Review of Measures taken Year 3	Overall Impact Year 4
Fostering good relations.	To develop awareness of own identity and an understanding of other cultures. All will treat each other fairly and without discrimination in line with the 9 protective characteristics of the equality act.	Implement an updated curriculum from Y1 to Y6 as a part of PSHE/ RSE curriculum from the PSHCE Association, which includes difference and diversity. An annual Diversity week, where a specific aspect of diversity and inclusion is explored and celebrated across school. Our RE curriculum to include teaching about other faiths and cultures. Invite speakers from groups with protected characteristics.	<i>Principal, SLT</i>	<i>Pupils have a strong understanding of their culture and the culture of others. They respect difference and difference is celebrated.</i> All will treat each other fairly and without discrimination in line with the 9 protective characteristics of the equality act.	Student Awareness and Understanding: By the end of the year, students across all year groups displayed a notable increase in understanding of their own culture and the cultures of others. Classroom discussions, student feedback, and observational assessments showed that students could articulate the importance of respect, inclusion, and empathy toward people from different backgrounds. Celebration of Diversity and Respect for Differences: Observations throughout the year indicate a positive shift in students' behaviors toward one another, with increased peer support and a clear reduction in instances of exclusion based on differences. During Diversity Week, students actively participated in activities celebrating people with differing needs and abilities, demonstrating a stronger connection to			

					<p>the concepts of diversity and inclusion.</p> <p>RE Curriculum Effectiveness: RE lessons focusing on diverse religions and cultural practices fostered an environment of mutual respect.</p> <p>Guest Speaker Engagement: Award winning Blind rock climber The guest speaker sessions received positive feedback from students and staff. Students expressed genuine interest and asked thoughtful questions, showing empathy and open-mindedness.</p>			
Eliminate unlawful discrimination	To provide training for all staff and Governors on	Source training for stakeholders. British values will be high on the	SLT and CPD lead .	Staff will have a better understanding of equality and	All have completed FLICK, training. Teachers and TA's have completed training around trauma, aces, ADHD and inclusion.			

	equality and diversity, including current legislation.	agenda and will be embedded and valued across the school.		diversity, which will be supportive for all and prevent sub conscious bias.				
Advance equality of opportunity	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. The school will strive to ensure that children from all groups continue to make progress at least in line with their peers to meet or exceed national expectations in English and Mathematics, this will also ensure that more able pupils are challenged and stretched.	Monitoring (LO/Book Scrutiny/Pupil Interview) to ensure learning activities are challenging and meet needs of all learners. Monitoring attainment data to identify any attainment gaps for those with protected characteristics. Implement support/intervention for those children who are not making expected progress to meet the national expectations.	All staff	All pupils achieve at least their potential regardless of race, gender or disability. All pupils will receive the support they need, without subconscious bias, and achieve to their highest standards. More able pupils will be challenged and stretched to ensure they reach their full potential.	All staff have high expectations of all pupils. Pupils struggling with any concepts are identified and all pupils have equal access to technology and support.			
Advance equality of opportunity	To improve the attendance of all groups of children in line with national expectations.	Track attendance of all groups of pupils – offering support when attendance falls	Principal, SLT, Attendance lead, all staff	Pupils' attendance for all groups is at least above national standard for their group. This impacts	Attendance continues to be a focus for all, and all groups are above national average. Any children whose attendance slips are supported with			

					meetings to find out the problem and help find solutions.			
--	--	--	--	--	---	--	--	--

		below national expectations. We have an identified Attendance Officer within the staffing structure.		positively on learning outcomes.				
--	--	---	--	----------------------------------	--	--	--	--