

Equality Information and Objectives

Believe Enjoy Succeed Together

“I can do everything through God who gives me strength”
Philippians 4:13

Cronton CE Primary School



The KEYS Curriculum

Knowledge and skills
Empower
You to
Succeed

Keys To Success



Knowledge



Skills



Vocabulary

OUR TRUST PRAYER

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.
Amen

Liverpool Diocesan Schools Trust (our Trust) is committed to being one positive and flourishing Trust, where we can all achieve together. We welcome people of all faiths and none, and all communities, and are committed to providing a high-quality education and environment where Christian values and principles permeate all that we do.

Our School supports and develops the inclusive character of our schools as they strive for continuous improvement and educational excellence for all pupils. Our School aims to foster social justice and enhance social mobility by delivering a high-quality education which will ensure the best possible outcomes for all its pupils.

LDST 2027 Vision

LDST	Liverpool Diocesan Schools Trust – Achieve Together!					
Vision	Providing an innovative and ambitious, high-quality education built on distinctly Christian values, so that all learners make excellent progress and fulfil their potential.					
Mission	We welcome staff, learners and schools of all faiths and none so that we can <i>Learn, Love and Achieve, Together with Jesus</i>					
Our Values	Inclusion	Local Community		Collaboration		Difference
	We welcome the rich diversity of our staff and learners and ensure that all are valued and supported.	We respect and empower local leaders to make decisions serving their local communities.		We are stronger and more effective when working together within our Trust and actively seek partnerships beyond it.		We embrace the uniqueness of our schools and celebrate the differences within each community.
Culture	Excellence					
	We aim for excellence in all we do for the benefit of learners and staff across LDST.					
	One Trust					
	We are all committed to one positive and flourishing Trust, where we can all achieve together.					
Strategic Pillar and Aims	Pillars	Christian Distinctiveness and Character Education		Excellent Education	Achievement for All	People
	We aim to	Live out our Christian values and develop future citizens who can contribute positively to a caring, compassionate nation.		Provide an inspirational curriculum and excellent teaching, rooted in evidence-informed practice, that enables our learners to acquire a deep body of knowledge and a zest for life-long learning.	Celebrate diversity, address inequity, overcome disadvantage and raise aspirations, so that all learners make excellent progress and fulfil their academic potential.	Be an employer of choice, through a people strategy that provides high-quality CPD, support and career pathways for all staff, so they can undertake their roles effectively in our inclusive learning community.
Enablers – core systems and processes	Enablers	Evaluation and Strategy	Structure and Systems	Finance	Technology and Data	Operations
	We aim to embed	A clear, focused strategic plan	Effective central policies and processes	A sustainable financial strategy that	Effective and efficient use of	An aligned operating model which

		based on robust self-evaluation and data.	that ensure our schools receive the support they need.	optimises our resources for the benefit of all our learners.	technology and data.	supports local leaders to undertake their roles.
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The Trusts 2027 Vision shows our commitment to *Inclusion, Local Community, Collaboration and Difference*. These values are integral to celebrating, growing, and embedding Equity, Diversity and Belonging throughout our Trust and will enable us to realise our strategic aims of:

- **Christian Distinctiveness and Character Education** – In LDST, to live our Christian values is to welcome everyone. We seek to help our pupils grow into future citizens who value and respect difference and the benefits that inclusion brings to our society.
- **Excellent Education** – In order to deliver a full and well-rounded education for the children in our care, the curriculum in our schools must reflect the lived-experiences of the communities that we serve, and those of wider society. Our colleagues cannot deliver excellent teaching unless they truly understand the future challenges and opportunities that our pupils will face as members of diverse communities and wider British society.
- **Achievement for All** – We are steadfast in our aim to overcome disadvantage, for our pupils, colleagues, and wider communities. We will do this by raising aspirations, educating people throughout our schools about the opportunities available to them and giving them the tools to fulfil their potential, regardless of individual capabilities or barriers to learning.
- **People** – We strive to become an employer of choice, not only in the education sector but across the Diocese. We will achieve this through our People Strategy which will give our colleagues the very best employment experience, irrespective of their age, carer status, disability, gender identity, pregnancy or maternal status, marital status, race or ethnicity, religion or belief, sex, sexual orientation, social class, or trade union membership.

Our School values and respects difference and meets 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

In meeting these duties, we will have regard for the equal treatment of people based on the Equality Act's nine protected characteristics and will also have due regard to the way in which policies and strategic decisions can reduce inequalities of outcome which result from socio-economic disadvantages.

Age
Disability
Gender Reassignment
Pregnancy and Maternity
Marriage and Civil Partnership
Race/Ethnicity
Religion and belief
Sex
Sexual Orientation

Additionally, our Trust and schools gather information on other groups including (but not limited to):

Pupil Premium status
Carer status
English as an additional language
Special educational needs
Looked after children
Past Offending

We aim to create a culture of belonging, respect, and inclusion. We do not tolerate any form of harassment, bullying or discrimination in or outside of our schools. By valuing diversity and being inclusive, our vision is to enable the communities in which we serve to flourish and achieve. Founded on Christian values, we help our schools to meet their purpose of providing an outstanding education for all learners.

Our Trust commits to:

- creating a community where diverse cultures are celebrated, where everybody feels welcome and can use their differences to develop themselves and the environment, they work in;
- a culture that is based on our Trust's values and consideration of how behaviour affects others inside and outside our Trust;
- regularly reflecting on our own practice to ensure that what we do not create barriers to participation for pupils/students, colleagues, or Local Governors/Trust Board members;
- providing outstanding opportunities and education to all our communities;
- supporting all the communities we serve.

We recognise the importance that Equality and Human Rights legislation must play in promoting equality and eliminating unlawful discrimination and seek to exceed our legal obligations and to provide an inclusive environment for all where employees, pupils/students and local communities can develop and reach full potential.

Our Trust will:

- set equality objectives (reviewed annually) and publish information to demonstrate our compliance with the Public Sector Equality Duty (PSED).

- seek to ensure that our Trust-wide recruitment approach attracts candidates who are representative of the population of the Diocese of Liverpool area. We will continuously review our recruitment efforts to ensure they are inclusive and make improvements where appropriate.
- report to the Board of Directors on a, on Trust representation and progress against Trust Equality Objectives.
- review all policies and practices on a rolling basis to ensure that they meet legal obligations, and work to exceed these.
- create a culture that drives equity, diversity, inclusion and belonging.
- have clear complaints procedures that comply with legal requirements and statutory DFE guidance and report on complaints annually, particularly in relation to EDI matters to ensure our procurement criteria are inclusive and support our Trust's Christian values.
- work in partnership with organisations that support our Trust's values and vision.
- Conduct an Equality Analysis on all key strategic decisions e.g., restructures, major policy changes

Our School will:

- be at the heart of their communities, to create a welcoming environment for all, celebrate the diversity of the communities we serve and promote community cohesion.
- ensure that equity, diversity, and inclusion is central to everything they do and is a key consideration in all policy and decision making.
- provide a safe environment where adults are dedicated to protecting the rights, meeting the needs, and supporting the aspirations of all children. Each school will be recognised by all as an inclusive, high-quality learning environment.
- publish their own school specific equalities statement, information and objectives which will be consistent with this policy, and which will be reviewed and updated annually.
- bi-annually review admissions processes to ensure that our practice supports our vision for equality, diversity, and inclusion.
- ensure procurement criteria are legally compliant, inclusive and support the values of our Trust and the school.
- ensure their Governing Body is open and inclusive by:
 - asking for annual reviews of meeting times.
 - aiming to ensure that the Governing Body recruitment attracts a representative sample of the local community
 - communicating in an open and inclusive manner.
 - advertising community/staff/parent/carers governing body opportunities to all communities in which the school serves.
- Conduct an Equality Analysis on all strategic decisions e.g., significant curriculum changes, uniform policy changes, staffing restructures.
- report annually on the equality objectives set, the equality & diversity profile of their staff

(this will be used to create a Trust-wide profile) and student/pupil population, complaints received, and the activities taken to ensure their Local Governing Body is open and inclusive.

3. Equality Objectives

They are informed by the school's own data, including pupil demographics, attainment gaps, behaviour trends and stakeholder feedback;

- **They address any inequalities or areas for improvement that are specific to the school;**
- **They are measurable and can be monitored at school level;**
- **They meet the statutory requirement to publish objectives that are meaningful, proportionate and relevant to the school's context.**

Objective 1: Aspiration

We will be an engine for social mobility, throughout our schools and wider communities. We will provide and promote opportunities for all to foster a culture of continuous development and personal achievement for all by:

Colleagues	Pupils
Talent, Growth, and Opportunity A comprehensive Talent Strategy with inclusion at its heart, guaranteed interviews for underrepresented groups, and access to qualifications and apprenticeships to support career progression.	Curriculum for future success Ensure all pupils receive excellent teaching in English and mathematics, access an ambitious curriculum, and engage with high-quality texts that build secure knowledge, confidence and readiness for the next stage of learning.
Support, Reward, and Development Coaching for all colleagues, a fair and consistent pay and grading framework, and a culture where every individual can achieve their personal and professional goals. Promote lifelong learning and professional growth	Confidence, resilience and high aspirations Support pupils to be positive, self-motivated and resilient, while broadening their horizons through personal development and meaningful exposure to careers tailored to individual needs and aspirations.

At Cronton CE Primary we:

At Cronton CE Primary School our KEYS Curriculum is built around the National Curriculum, enriched to reflect the children and community we teach in. As a church school our Christian ethos and school values are the heart of everything we do. We believe every child can be their BEST with our Vision statement reflecting this.

"I can do everything through God who gives me strength" Philippians 4:13

Our Curriculum has been designed by Cronton CE to provide a bespoke, unique and exciting curriculum that is tailor-made to suit our children, their learning and their futures. Every child is unique and important. They are at the centre of their learning, starting as part of a class, whole school, the local community and then on to their future role in modern Britain and as a future global citizen. Our KEYS curriculum develops each child and the understanding that **K**nowledge and skills **E**mpower **Y**ou to **S**ucceed.

We maintain a broad and balanced approach to our curriculum, which alongside English and Mathematics will provide our children with skills, knowledge and vocabulary rich experiences that excite and engage. We will foster attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. We offer a spiritual, moral, social and cultural experience for all through our curriculum and also through extra-curricular clubs and activities, day trips and residential experiences in KS2. We use a wide variety of resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancements and ensure links and relationships are meaningful to the children and their learning.

Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge and skills while making relevant links to secure their understanding of the world around them. We ensure that all children receive quality first teaching for every subject with high of expectations for all. We provide a quality education that is inclusive and equips our children to be lifelong learners.

Objective 2: Access

We will give all colleagues and learners, the opportunity to experience an excellent education or employment experience at LDST, regardless of their background, circumstances, or characteristics, in a culture where all can belong by:

Colleagues	Pupils
Championing Equality, Inclusion and Development We will invest in staff development through funded qualifications, strengthen our understanding of workforce diversity via robust EDI data, and embed equality impact assessments into all policies and strategic decisions. Promoting Fair and Flexible Employment We will enhance our approach to flexible working and actively pursue external recognition through fair employment and valued worker schemes, ensuring LDST is a workplace where colleagues feel respected, supported and able to thrive.	Remove barriers and meet need Ensure every pupil can access learning by understanding individual barriers, using trauma-informed approaches, promoting equality, diversity and inclusion, and putting appropriate adaptations in place. Pupil wellbeing and Progress Maintain a strong safeguarding culture that puts pupils’ welfare first, supported by well-trained staff and the effective use of quantitative and qualitative data to track progress and inform ongoing support.

At Cronton CE we:

- Prioritise Early Identification of need to ensure all children can succeed.
- Implement a graduated approach continually reviewing any adaptations.
- Use expertise from internally and externally to meet needs within the 4 broad areas of need.
- Follow recommendations from external agencies to fully support individuals e.g. adapting school environment where necessary, providing specialised equipment.
- Listen to our pupils through pupil voice, surveys and informal conversations so they feel valued and respected.
- Celebrate individual strengths and remove barriers.
- Provide quality CPD across a range of areas to ensure our staff can fully support our pupils.

Objective 3: Advocacy

We will use our collective voice to amplify the voices of marginalised groups, listen to lived experience, and foster truly reflective practice to widely champion inclusion and actively play our part in dismantling systematic inequalities by:

Colleagues	Pupils
Inclusive Culture & Voice High-quality EDI training for all, creation of a Staff Forum, and appointment of 'One Trust Champions' to embed belonging and inclusion across every school. Wellbeing & Community Engagement A Mental Health and Wellbeing framework to support colleagues, and active allyship through visible participation in community events that celebrate diversity and challenge stigma.	Belonging and Inclusion Ensure all pupils access a fully inclusive curriculum, feel a strong sense of belonging, and actively unite everyone through celebration of diversity, pupil leadership, and consistent application of equality principles across the Trust. Wellbeing and family engagement Promote pupils' mental health and wellbeing by teaching them how to seek support, and work in partnership with families and communities to advocate for every pupil and strengthen inclusion.

At Cronton CE we:

- Teach about difference as a strength.
- Promote inclusion and the diversity across our school cohort through themed days, weeks, clubs, assemblies, |PSHE provision and visitors. Use our planned international curriculum events to support the teaching of our multi-cultural society.
- Provide trusted adults who pupils know they can turn to for support.
- Work in partnership with families to ensure everyone belongs and is celebrated.
- Offer a range of in school support including pastoral support, Gardeners and seedlings, Emotional literacy including social stories linked to ELSA.
- Offer a range of support for families through local services and identifying early help pathways. Work in partnership with families to ensure everyone belongs and is celebrated.

4. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing body and Headteacher at least every 4 years.

This document will be approved by the governing body.

Review Schedule

Policy Author	Chief Executive Officer
Policy Approver	Board of Directors
Current Policy Version	3.0
Policy Effective From	1 st September 2025
Policy Review Date	By 1 st September 2026

Revision Schedule

Version	Revisions	By whom
1.0	Original document produced.	CEO
2.0	Updated following review	THRL
3.0	Updated with revised equality objectives	THRL