



Cranborne Middle School

Equality Impact Assessment

Compliance with the Public Sector Equality Duty under the 2010 Equality Act is demonstrated in the following ways:

Eliminating discrimination and harassment

- In its report following the inspection of the school in June 2019, it says 'There is a culture of respect and tolerance in the school',
- The following policies expressly acknowledge the importance of avoiding discrimination and other prohibited conduct:
- Pastoral work through assemblies, tutor time and Tutor Days have raised children's awareness of the importance of tolerance, friendship, respect and kindness to others.
- The RE curriculum in year eight gives children the opportunity to explore and understand prejudice and discrimination. These themes are also addressed through the PSHCE curriculum in every year group.
- Pastoral work also supports children to understand, accept and respect each other's learning differences and learning needs.
- Children designed anti-bullying posters that were displayed around school and some of their designs were used on the anti-bullying pages of the redesigned children's diary.

Advancing equality

- Data from the IDSR in 2019 when assessments last took place showed that disadvantaged children achieve better than the national average.
- Teaching Assistants are employed to provide support to children with learning difficulties and disabilities that enables them to access mainstream education alongside their peers. Ofsted noted:

'Teaching assistants work effectively with pupils with SEND. Pupils are therefore fully involved in classroom activities. In the best examples, teachers use well-chosen resources and additional adults provide encouragement for pupils to explain their thinking.'

- All children are equally encouraged to participate in extra-curricular activities. Clubs change termly; however, during autumn 2021, 57% of attendees were girls while 43% were boys; 79% of children with an EHC Plan attend clubs or have done so in the last year, 17% were disadvantaged children in receipt of the pupil premium and 6 out of 7 of our looked after and post-looked-after children attend an extra-curricular activities.
- Staff have received training in supporting looked after children, children suffering with depression, children with complex needs and understanding fabricated or induced illness. They have also received training delivered on specific learning difficulties, for example; dyslexia and children with complex communication needs, for example, autism spectrum disorder. Plus, SEND team receive weekly training regarding good practice and that all teachers have received three sessions on high quality teaching strategies to be adopted to support all learners including those with SEND. The school has embarked on a two-year project with Oxford University, The Rees Centre, regarding improving practice for our more vulnerable children.
- All pupils have the opportunity to express their views through the school council.
- Specific measures are taken to enable disabled children and children with learning difficulties to participate in residential visits during Activities Week.
- Financial support is provided to disadvantaged families, enabling their children to participate in educational visits, and learning resources are provided for them.
- PTFA purchased playtime equipment and funded support for Playtime Leaders in order to meet the varying interests and needs of children and widen the range of opportunities available to them at break and lunch.
- Accessible sports are incorporated to House competitions on Tutor Days, enabling disabled children and children with specific learning needs to compete.

Fostering good relations

- The RE curriculum includes the study of a range of faiths practised to in the UK. Christianity is studied across all four year groups, Hinduism is studied in year five, Buddhism and Sikhism in year six and Judaism is studied in year seven.
- The MFL curriculum incorporates aspects of French culture alongside learning the French language.
- The Geography curriculum includes the study of the population and cultures of diverse places including Rio de Janeiro and other Olympic cities (year six) and China (year eight).
- Children in year eight are appointed French Leaders and participate in a French Exchange, giving them the opportunity to experience and learn more about French culture.
- Activities Week in 2021 includes a visit to France for children in year eight, giving them the opportunity to experience French culture.
- During Activities Week, children in year five visited London, experiencing the rich multicultural society of the city, in contrast to life in rural Dorset.

- Renewed efforts have been made to identify hard-to-reach parents/carers and to engage with the parents and carers of all children.
- Parents are invited to attend workshops led by school staff designed to enable them to engage with and support their children's learning.
- Children have been supported to understand the needs of others through opportunities to support charitable causes including Jeans for Genes, Sports Relief, Children in Need, the Rotary Christmas shoebox appeal and Beat.
- Children are active in the local community when restrictions are not in place, for instance hosting a Christmas lunch for elderly residents of the village, visiting first schools as Maths Ambassadors, 'Helping hands' in the local community and performing as choir at local venues.