



Cranborne Middle School

Equality Impact Statement

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, Ofsted commented '*The curriculum to develop pupils' personal, social, health and cultural understanding equips pupils to be thoughtful, caring and active citizens.*' and '*The behaviour of pupils is good, both in lessons and at social time, which is supported by the work of playground leaders. There is a culture of respect and tolerance in the school.*'
- 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 PSHCEE 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

- 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 '*Pupils who have special educational needs and/or disabilities receive good care*'.
- All children are equally encouraged to participate in extra-curricular activities.
- Staff have received training in supporting looked after children through being an attachment-friendly school, and emotion coaching. They have also received training delivered on specific learning difficulties, for example; dyslexia and children with complex communication needs, for example, autism spectrum disorder.
- All teachers use high quality teaching strategies to support all learners including those with SEND.

- All pupils have the opportunity to express their views through the school council.
- Measures are taken where required and possible 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.
- Playtime Leaders from Y7 are trained to run a range of activities 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. Aspects of Christianity are 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 Olympic cities (year six) and China (year eight).
- Activities Week 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, Save the Children, the Rotary Christmas shoebox appeal and our annual school charity.
- Children are active in the local community, for instance running sporting events for local first schools through the Sports Leader programme, and performing as choir at local venues.