



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, 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.*'
- 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 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

- KS2 data from the end of the 2018/19 academic year showed that disadvantaged children made slightly less progress than non-disadvantaged children did in reading (-0.82 compared to -0.38), writing (-1.63 compared to 0.66) and maths (1.23 compared to 1.75).
- KS2 data from the end of the 2018/19 academic year showed that girls made more progress than boys did in reading (0.02 compared to -0.84) and writing (1.79 compared to -0.99); however, boys made more progress than girls did in maths (2.40 v 0.78).
- The gender gap for progress mirrors national figures in reading (girls = 0.62; boys = -0.54), writing (girls = 0.82; boys = -0.73) and maths (girls = -0.69; boys = 0.73).

- 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. Clubs change termly; however, during spring 2017, 58% of attendees were girls while 42% were boys; one-tenth were children with an EHC Plan or passport, 8% were disadvantaged children in receipt of the pupil premium and four-fifths of post-looked-after children attended an extra-curricular activity.
- 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 is currently embarking 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 were 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 in receipt of Free School Meals, 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. 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.
- India Day in year seven provides opportunities for children to learn about the population and geography of India as well as aspects of Indian culture including dance, music, food and how it influences life in the UK.
- 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).

- 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 2018 included visits to France for children in years seven and 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. This continues to be a development point on the School Improvement Plan (2019/20), demonstrating the high profile we are giving this.
- 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 (Green Peace for 18/19 and Surfers Against Sewage for 19/20).
- Children are active in the local community, 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.