



CRANBORNE MIDDLE SCHOOL

EQUALITY INFORMATION

Part 1: Information about the pupil population

Number of pupils on roll at the school: **328**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils and these include:

Disability*
Ethnicity and Race
Gender
Religion and Belief

*The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

Where there are students who are pregnant or have young children, we will offer support to enable equality of opportunity.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals
Pupils with Special Educational Needs and Disability (SEND)
Pupils with English as an additional language
Pupils with a Traveller heritage
Pupils from low income households
Young carers
Looked after children
Other vulnerable groups

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

Our school is applying proportionality to the Equality Act¹ and in view of the small number of pupils on roll we provide here a short evidenced account of our equality priorities and work, with an indication of trends and issues.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

Each year we establish equality objectives in line with the most up to date data and information to ensure protection of disability, race, religion or belief, sexual orientation and gender in order to eliminate harassment, advance equality of opportunity and foster positive relationships. Our equality objectives are published on the school website and monitored closely throughout the school year.

¹ Equality information and the equality duty: A guide for public authorities, EHRC

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010

Eliminate unlawful discrimination

Advance equality of opportunity

Foster good relations and community cohesion

- Adoption of the single equality policy
- Our anti bullying policy ensures all children feel safe at school and addresses prejudice related bullying
- Report, respond to and monitor racist incidents – Use of SIMS to log and resolve issues / Pastoral Leader Group / Heads of Year and tutors awareness of trends and pupils
- Use the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Ensuring participation of all parents and pupils in school development – Parents evening / Open evenings / PTA and Achievement for All Parent Forum
- Anti-bullying week
- Ensuring Equality and diversity is embedded in the curriculum – Healthy School and British Values
- School linking projects – French Leaders

What has been the impact of our activities? What do we plan to do next?

See attached Reviewed Equality Objectives 2015-2016 which provide information regarding impact of activities.

New Objectives:

1. Closely track and monitor pupils with medical needs
2. Closely track and monitor the impact of intervention / personalised learning of all groups by *SENDCo and Senior Leadership Team and Governor with responsibility for Special Educational Needs and Disability*
3. Strengthen commitment to quality education regarding British values
4. Proactively recognise the characteristics displayed by pupils which could lead to mental or physical vulnerability and work towards increasing self-esteem and resilience

Ratified by FGB December 2021

5. Provide a programme of intervention to ensure progress and attainment of Year 7 pupils not achieving the expected standard in SATs
6. Continue to work closely with staff and governors to develop an effective and informative assessment without levels model for CMS

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Governing Body Meetings
- PTA
- Parent/pupil/teacher/SENDCo meetings for SEN Support Plan/EHCP pupils (termly)
- E-praise
- Open Evenings
- Parents Evenings
- Parent Mail
- Progress checks
- Tutor day
- Website
- Half termly newsletter
- Attendance workshops and newsletters
- Occasional other workshops – SATs/maths
- School Council
- Lead Learners
- House System
- Young Carers group
- Social Skills group
- Annual Reviews
- Personal Education Plans (LAC)
- Pastoral counselling
- Pastoral Leadership Group
- Designated Leads for anti-bullying/attendance/equality/medical/Child protection/Looked after child /EMG/ EAL
- Weekly staff meetings and teaching assistant meetings
- Weekly briefings
- Performance Management cycle
- Drops ins and observation
- Year/Subject meetings
- Insets including medical needs training/behaviour training/personalised learning training e.g. SEND and High Performers

Record of consultation and engagement

All consultation and engagements are carried out under an agenda and minutes are accessible on request.

Date	Who we consulted	Summary	Action taken

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

All policies and decisions are documented and held in school for reference and as working informative tools. Please refer to the relevant department for documentation which will provide evidence for issues and actions.

Date	Policy or decision	Equality issues we considered	Action taken or changes made

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives. Refer to attached Equality Objective Action Plan

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

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Mrs S Whitlock (Member of governing body with responsibility for equality issues)

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Information on pupils by protected characteristics

Where it may be possible to identify individuals from the information provided (when the number of pupils with a particular protected characteristic is fewer than 10 and the information is 'sensitive personal information') we have decided not to release the information/have indicated this by the use of an asterisk

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	328	78.1%
SEN Support (Wave 3)	55	17%
Education Health Care Plan	16	4.9%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	0	0	0	Mixed			
Indian heritage	0	0	0	Other mixed heritage	5	5	10
Other Asian heritage	0	0	0	White and Asian		1	1
Pakistani heritage	0	0	0	White and Black African	1	3	4
Black or Black British				White and Black Caribbean			
Black African heritage	0	0	0	Any Other Ethnic Group			
Caribbean heritage	0	0	0	White	162	147	309
Other heritage	0	0	0	British heritage			
Chinese	0	0	0	Irish heritage			
				Traveller of Irish heritage			

	Gypsy / Romany	0	2	2
	Any Other White background			
Information withheld		2	2	
Information not yet obtained				

Gender	
Male	
Female	

Religion and Belief			
Buddhist	0	Sikh	0
Christian	185	No religion	124
Hindu	0	Other religion	2
Jewish	0	Unknown	15
Muslim	2		

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population

Number of pupils who speak English as an additional language	0	1	1	0.3%
Number of pupils who are at an early stage of English language acquisition	0	0	0	0%

Pupils from low income households				
	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	15	18	33	10.06%

Looked after children

4 pupil LAC
3 pupil SGO & post LAC

Young carers

0

Other vulnerable groups

Child Protection Cases Child In Need cases Mental well being Diagnosed ASD Pupil Premium EHCP pupils Medical Needs Bereavement Cases English as Additional Language Ethnic Minority
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