



CASTLEFORD
PARK JUNIOR ACADEMY

Equality Action Plan

Date May 2021

Next Review: May 2022

Being the best we can be together!

Equality Plan- Castleford Park Junior Academy
May 2020 – May 2021
 (Equality Act 2010)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators – evaluation
All	<p>Publish updated Equality Action Plan on website.</p> <p>Review Equality policies at least annually – put on website</p>	<p>Parents/carers of new pupils – given form to disclose Disability/access/particular needs.</p> <p>Reasonable adjustments can be made. Check with external agencies for accurate legal requirements of equipment/constructions.</p>	Headteacher / designated member of staff	Autumn term each year & ongoing	<p>Equality plan available for all to view. Actions in place to ensure inclusion of all</p> <p>Equality policy reviewed annually (next May 2022)</p>
All	Ensuring equality of opportunity and participation– See Appendix A	<p>Curriculum planning monitored/Achievement data analysed for all groups. Inclusive classroom audit to be carried out by the end of Autumn term and then again at the end of each half term. SEND and Pupil Premium pupil outcomes closely monitored by Teachers, Senior Leadership Team and Governing Body. Half termly reports to Governing Body on use of PP and Sports premium funding.</p>	All staff through planning Headteacher/ DHT SEND Governor Finance committee- Pupil Premium Full GB- inclusion	Ongoing	Equality of opportunity in place for all. All needs addressed to ensure inclusion in all activities (adjustments made if necessary)
All	Ascertain which members of our school community may be included in the 2010 Equality Act definition of disability.	Maintain Disability register. Continue with new User information form. Information to be shared with all staff around school so they know the children with disabilities and how they can be supported. Information to be updated on the SEND register.	Headteacher/ DHT Admin staff SENDCO	Autumn term each year and ongoing	Register in place and updated as needed

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All	Monitor and analyse pupil achievement by ALL vulnerable groups and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed for ALL GROUPS SEND and Pupil Premium pupil outcomes closely monitored by Teachers, Senior Leadership Team and Governing Body – termly reports to be shared with HT and Governors.	Headteacher / SENDCo/DHT Governing body	Annually in Sept/Oct and ongoing	Analysis of all vulnerable groups is in place. Data analysed and any actions put in place.
All	Continue to ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability (Disabled adults working with children/anti bullying group/Inspire sessions/assembly/Disability awareness week with guest speakers/autism awareness day).	Increase in pupils' participation, confidence and achievement levels	All staff through RE/PSHCE/ Community History Charity work Sport	ongoing	Noted in curriculum maps and in planning – opportunities taken which promote diversity. Disabled adults work with children (parents and outside agencies) Adjustments made to ensure participation in all events. Signpost parent to outside support networks.
All	Continue to ensure that the curriculum encourages children to reflect on their own views and opinions and other's views and opinions ensuring they have enough information, linked to age appropriate understanding, to have valued thoughts and opinions	Increase in pupils' participation, confidence and achievement levels. Use of mixed ability seating to enable all children to achieve and build on confidence and self-esteem. Wonder assembly to inspire children to ask questions about the world and give them the platform to express their own views and opinions.	All staff through RE/ PSHE/ assemblies/ small group work/ History	Ongoing	Planning shows opportunities for children to be discussing and expressing their personal opinions.
All	Ensure that no pupils are disadvantaged due to the disability of family members (Disability by Association)	Reasonable adjustments made to support Disabled parents/carers ensuring that they can support their child in events and be part of the school community- view Access Policy for further information.	Headteacher/SE NDCO/DHT	Ongoing	No pupils disadvantaged. Actions in place to ensure family members needs are met. Guides/chairs/ access
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. (Pshe, SMSC, RE etc)	Increase in pupil participation, confidence and positive identity	Headteacher	Ongoing	<i>Learning walks indicate diversity in displays in</i>

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		– monitor through PSHE and attitudes to all			<i>classrooms and corridors (as appropriate)</i>
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising, monitors etc.	Involvement monitored - race, gender, disability and all groups involvement	Member of staff leading on school council	ongoing	<i>ALL pupils eligible to contribute to the life of the school. Councilors, playtime buddies, class assemblies open to all.</i>
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: Each HT report to GB	No racist incidents reported in academic year.
Gender Equality Duty	Ensure equality of opportunity in physical activities eg PE Lessons with Sports Specialist Ensure that the attainment gap is tracked between boys and girls and that direct action is taken to identify and support these children for example – Using a range of EEF Reading Interventions etc.	Increase in girls participation in traditional 'boy' sports, boys participation in traditional girl sports. Increased participation of boys in targeted interventions.	PE co-ordinator Headteacher / Governing body SLT	Ongoing through the year	Boy's participation encouraged. Equality of opportunity in place via all physical activities open to all. Male governors visits to school increased.
Disability Equality Duty	1.Interview all disabled candidates who satisfy job essential criteria. Ensure adjustments are made to premises (as identified) to secure Disability Equality Duty	Monitoring of applications by disability to see if material was effective. Monitoring of premises – evaluate changing needs of members of school community. Refer to Access Policy.	Lead Governor on Special Educational Needs & Disabilities School Business Manager D. Head	Ongoing through the year	All disabled candidates interviewed if meet criteria Adjustments made to outside ramps (access to higher school playground).
Community cohesion	Continue to Celebrate World Faiths throughout the year to increase pupil awareness and understanding of different communities and equality for all. Faith themed days/weeks to continue to widen children's knowledge and curiosity.	RE/ PSHE/SMSC assessments Attitudes towards peers/adults/community.	RE leader & all	Ongoing	Continue with New curriculum planning plus continue with Focus Religion days where students study different faiths in depth.

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<i>Community cohesion</i>	Visit places of Religious worship for a variety of reasons (eg. Harvest festival, Mock christening, wedding) and celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. Maintain good or better understanding of British Values.	RE/assessments. Attitudes and tolerance towards peers/adults/communities	RE leader and all staff	Ongoing	Visits to St Pauls church (harvest/baptism) Visits to other places of worship to be planned for during the year.
<i>Disability Equality Duty</i>	Annual site visits with H&S Governor and LA premises manager to ensure school is accessible to all – parents/ visitors/ grandparents/ children – from at least one access point per year group and always at the main entrance.	Monitor access to school by parents/ visitors/ children to ensure meeting their needs	Headteacher / Governing body	Ongoing	All stakeholders at CPJA feel included in school community and able to access all areas.

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between infant and junior school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;

- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

ESCALATION PROCEDURE

- If you have reason to believe that representatives of the school are not following this equality action plan or are not behaving in an equitable manner please follow the procedure detailed in the Castleford Academy Trust Complaints procedure (available on the school website).

Signed _____

Mrs T Sycamore Chair of Governors

May 2021

Signed  _____

Miss K.Law Headteacher

May 2021

Signed J Roberts _____

Mrs J Roberts DHT/SENDCO

May 2021

Review Date: May 2022