



CARLINGHOW
ACADEMY

**Equality Objectives
and Action Plan
2025 -2028**

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Equality Objectives 2025-2029

To be read in conjunction with the School's Equalities Policy

Characteristics of the school

Carlinghow Academy is an average sized primary school with 301 pupils on roll. The FSM figures are consistently well above national averages 39% pupils who currently claim FSM. The school has a relatively low number of pupils from ethnic minority background with 19% not having English as a first language. SEN figures both at 'SEN Support and Education Health Care Plan EHCP' are well above national averages at 31.3%. Carlinghow Academy has a Additionally Resourced Provision on site which support 12 children with SEMH needs from the local authority, it is also the base for one of the medical needs hubs run by the Partner Provision.

The OFSTED report 2019 stated that the school was Requires Improvement under the previous name of Carlinghow Princess Royal Junior and Infant School and became part of The Great Heights Trust in March 2020 changing its name to Carlinghow Academy. Significant improvements have been made with effective teaching and learning strategies, including the to enable all pupils to make progress leading to progress for all pupils being in line with national averages in reading and maths and significantly above national averages.

In May 2022 the school was re-inspected and received a grading of good in all areas.

We have seen a huge improvement in the number of exclusions since the school became and academy.

	2024-2025	2023-2024	2022-2023	2021 - 2022	2020 – 2021	2019- 2020
No. of P Ex	0	0	0	0	0	0
No. of pupils FTE	3	8	0	0	5	19
No. of pupils 1 or more FTE	2	3	0	0	3	7
No. of pupils 2 or more FTE	1	3	0	0	2	4

Attendance continues to be a daily focus and we have seen an increase in persistence absentees since the start of Covid.

2024 – 2025	2023 – 2024	2022 – 2023	2021 – 2022	2020 – 2021
92.5%	96.8%	91.2%	93.08%	92.35%

Equality Objectives

At Carlinghow Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

Objective 1: To improve attendance for all

Objective 2: To monitor and analyse pupil achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for pupils.

Objective 3: To ensure high standards of pupil behaviour will be sustained across all parts of the school day with no instances of bullying or discrimination.

Equality Objective 1	
To improve attendance for all	
Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
<p>Reduction in the level of persistent absence across all year groups</p> <p>All pupils arriving to school on time each Morning</p> <p>Whole school attendance percentage consistently above national average</p> <p>Evidence of attendance improvements over time for individual pupils/families through both targeted challenge and support</p>	<p>Daily attendance monitoring</p> <p>First Day Calling procedure</p> <p>Monthly attendance monitoring</p> <p>Principals report to the LGB</p> <p>Individual case studies</p>
Tasks/Actions	
<ul style="list-style-type: none"> • Attendance monitored on a daily basis and reported directly to SLT & the MAT • First Day Calling procedure implemented in response to absence cases, including phone calls / home visits • Monthly attendance monitored to identify whole school trends and pupils / families causing concern • Targeted interventions undertaken to challenge and support pupils / families causing concern, including the issuing of letters, scheduled meetings, EWO involvement and referrals to relevant multi-agencies including the School Nurse, Family Support and Early Help teams • Recognition and celebration of positive attendance through weekly assemblies and termly attendance awards 	

Equality Action Plan

Equality Objective 2	
To monitor and analyse pupil achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for pupils.	
Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
Children of all race, gender and disability have equal access to the curriculum. All children regardless of their race, gender and disability are supported in their learning.	Data Analysis School Tracking System ASP/IDSR Teaching and learning scrutiny (Subject Deep Dives) CPOMS monitoring
Tasks/Actions	
<ul style="list-style-type: none"> • To ensure multicultural elements are evident in planning and delivery of the curriculum. • Develop a programme of memorable multicultural events, trips and visitors (religious celebrations and festivals, special days from the Calderdale and Kirklees revised RE syllabus and visitors). • Staff to receive diversity training. • Staff to receive appropriate training to support children with specific disabilities. • Where necessary children with specific needs are to have an EHCP and risk assessment in place. • Ensure that, as far as possible, that the physical environment of the current school meets the needs of all pupils. • Pupil data to be evaluated each term to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place to support these specific children. 	

Equality Objective 3	
To ensure high standards of pupil behaviour will be sustained across all parts of the school day with no instances of bullying or discrimination.	
Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
<p>Pupils will display positive behaviour for learning within lessons</p> <p>Pupils will move around the school in a calm and orderly manner</p> <p>Pupils will talk quietly when using the dining hall</p> <p>Pupils will report feeling safe in school</p> <p>Instances of bullying and /or discrimination will be minimal and where this does occur, incisive action will be undertaken in response</p> <p>Parents will report that their child feels safe in school and has not experienced bullying</p> <p>Pupils will interact positively with each other and consistently demonstrate the whole school values</p> <p>Appropriate behaviour and language is displayed in school.</p> <p>Pupils feel safe in school. Improved PSHCE curriculum</p>	<p>Analysis of behaviour incidents and reports</p> <p>Chronology of actions undertaken in response to incidents</p> <p>Positive Behaviour Support Plans</p> <p>Annual Pupil Surveys</p> <p>Annual Staff Surveys</p> <p>Annual Parent/Carer Surveys</p> <p>Annual Safeguarding Audit</p> <p>Governor Monitoring visits</p> <p>Pupil Interviews</p> <p>Informal / formal observations</p>
Tasks/Actions	
<ul style="list-style-type: none"> • Improved monitoring and recording system in place to ensure all incidents of behaviour including bullying are recorded and actioned to ensure appropriate levels of accountability and sustained improvement over time • All members of staff, including lunchtime supervisors, consistently set high expectations and respond appropriately to incidents through following the behaviour policy and procedures • Regular opportunities scheduled to canvas pupil / parent and staff opinion with appropriate actions undertaken in response • Pertinent issues relating to Behaviour & Attitudes including racism, homophobia and bullying will be address through PSHE curriculum delivery, whole school assemblies and positive community celebration events i.e.- Anti-Bullying Week, LGBTQ+ / Black history month • Learning Mentor & Wellbeing Lead to work closely with pupils to provide additional pastoral support to address emerging issues including providing restorative justice 	

Equality Objectives Monitoring and Evaluation.

Evaluation/monitoring Key

School Profile

Number On Roll					
		2022	2023	2024	2025
Number on Roll		307	286	289	301
Gender	% of male pupils	54%	49%	51%	51%
	% of female pupils	46%	51%	49%	59%
Language	% of pupils with additional language (EAL)	17%	21%	16%	19%
	% of pupils with English as their 1 st language	83%	79%	83%	81%
Ethnicity	White British	63%	63%	67%	55.8%
	White & Asian	2.8%	1.4%	1.6%	1.3%
	Other Mixed	1.3%	1.4%	3.1%	3%
	Indian	8.2%	7%	10.7%	8.9%
	Pakistani	14.4%	28%	21.1%	24%
	African	0.6%	0.7%	0.4%	0.6%
	Chinese	0.6%	0.3%	0%	0%
	Other white background			3.1%	2%
	Other mixed background			1.7%	1.6%
	Other ethnic group			2.4%	1.9%
	Other Asian background			2.7%	2.6%
Special educational Needs and/or disabilities	Statement/EHC Plan	2%	2.8%	9%	9.3%
	Sen Support	20%	11.9%	19%	22%
Special Provision	Free School Meals	46%	45.4%	40%	39%
	Looked After Children	0%	0%	2.3%	1.6%

Review of progress to meet the Schools equality objectives.

Equality Objectives	Actions/Progress
<p>Equality Objective 1: To improve attendance for all</p>	<ul style="list-style-type: none"> • Attendance monitored on a daily basis and reported directly to SLT & the MAT • First Day Calling procedure implemented in response to absence cases, including phone calls/ home visits • Monthly attendance monitored to identify whole school trends and pupils / families causing concern • Targeted interventions undertaken to challenge and support pupils / families causing concern, including the issuing of letters, scheduled meetings, EWO involvement and referrals to relevant multi-agencies including the School Nurse, Family Support and Early Help teams • Recognition and celebration of positive attendance through weekly assemblies and termly attendance awards
<p>Equality Objective 2: To monitor and analyse pupil achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for pupils.</p>	<ul style="list-style-type: none"> • To ensure multicultural elements are evident in planning and delivery of the curriculum. • Develop a programme of memorable multicultural events, trips and visitors (religious celebrations and festivals, special days from the Calderdale and Kirklees revised RE syllabus and visitors). • Staff to receive diversity training. • Staff to receive appropriate training to support children with specific disabilities. • Where necessary children with specific needs are to have an EHCP and risk assessment in place. • Ensure that, as far as possible, that the physical environment of the current school meets the needs of all pupils. • Pupil data to be evaluated each term to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place to support these specific children.

Equality Objective 3:

To ensure high standards of pupil behaviour will be sustained across all parts of the school day with no instances of bullying or discrimination.

- Improved monitoring and recording system in place to ensure all incidents of behaviour including bullying are recorded and actioned to ensure appropriate levels of accountability and sustained improvement over time
- All members of staff, including lunchtime supervisors, consistently set high expectations and respond appropriately to incidents through following the behaviour policy and procedures
- Regular opportunities scheduled to canvas pupil / parent and staff opinion with appropriate actions undertaken in response
- Pertinent issues relating to Behaviour & Attitudes including racism, homophobia and bullying will be address through PSHE curriculum delivery, whole school assemblies and positive community celebration events ie- Anti-Bullying Week, LGBTQ+ / Black history month
- Learning Mentor & Wellbeing Lead to work closely with pupils to provide additional pastoral support to address emerging issues including providing restorative justice

