



## Chellaston Junior School Equality Action Plan 2022-2025

Our aim is to ensure that CJS is proactive in ensuring equality throughout our school for pupils, parents and staff with regard to the protected characteristics. We seek to embed equality of access, opportunity and outcome for all members of our school community within all aspects of life.

**Ethnicity Between 01/09/2021 and 31/08/2022**

Ethnicity	Total Number	Mobility In	Mobility Out	Girls	Boys	FSM	EAL	Pupil Premium	SEN	Statemented	SEN Support	Education Health & Care Plan	Looked After	Asylum Seekers (Refugees)	Autumn Born	Spring Born	Summer Born
Any Other Asian Background	3	1	2	1 33.33%	2 66.67%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	3 100.00%
Any Other Black Background	1	1		1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%
Any Other Ethnic Group	2			0 0.00%	2 100.00%	1 50.00%	0 0.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	0 0.00%	1 50.00%
Any Other Mixed Background	4	1	3	1 25.00%	3 75.00%	0 0.00%	0 0.00%	1 25.00%	1 25.00%	0 0.00%	1 25.00%	0 0.00%	0 0.00%	0 0.00%	1 25.00%	1 25.00%	2 50.00%
Any Other White Background	4	2	1	1 25.00%	3 75.00%	0 0.00%	3 75.00%	0 0.00%	1 25.00%	0 0.00%	1 25.00%	0 0.00%	0 0.00%	0 0.00%	1 25.00%	0 0.00%	3 75.00%
Black - African	12	7	5	7 58.33%	5 41.67%	1 8.33%	4 33.33%	1 8.33%	4 33.33%	0 0.00%	3 25.00%	1 8.33%	0 0.00%	0 0.00%	5 41.67%	2 16.67%	5 41.67%
Black European	1	1	1	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%
Chinese	6	4	1	3 50.00%	3 50.00%	4 66.67%	3 50.00%	4 66.67%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 16.67%	1 16.67%	4 66.67%
Indian	26	8	9	12 46.15%	14 53.85%	2 7.69%	6 23.08%	2 7.69%	2 7.69%	0 0.00%	1 3.85%	1 3.85%	0 0.00%	0 0.00%	8 23.08%	9 34.62%	11 42.31%
Information Not Yet Obtained	1	1	1	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%
Kurdish	1	1		0 0.00%	1 100.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%
Other Asian	2	3	2	1 50.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	0 0.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	2 100.00%
Other Mixed Background	1		1	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%
Pakistani	8	2	6	4 50.00%	4 50.00%	2 25.00%	0 0.00%	2 25.00%	1 12.50%	0 0.00%	0 0.00%	1 12.50%	0 0.00%	0 0.00%	6 62.50%	2 25.00%	1 12.50%
Refused	3	2		3 100.00%	0 0.00%	1 33.33%	0 0.00%	1 33.33%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 33.33%	1 33.33%	1 33.33%
White and Asian	10	1	3	6 60.00%	4 40.00%	5 50.00%	1 10.00%	5 50.00%	1 10.00%	0 0.00%	1 10.00%	0 0.00%	0 0.00%	0 0.00%	5 50.00%	1 10.00%	4 40.00%
White and Black African	5	1	1	4 80.00%	1 20.00%	3 60.00%	0 0.00%	3 60.00%	1 20.00%	0 0.00%	1 20.00%	0 0.00%	0 0.00%	0 0.00%	2 40.00%	1 20.00%	2 40.00%
White and Black Caribbean	15	8	9	8 53.33%	7 46.67%	7 46.67%	0 0.00%	7 46.67%	6 40.00%	0 0.00%	4 26.67%	2 13.33%	1 6.67%	0 0.00%	8 40.00%	4 26.67%	5 33.33%
White and Chinese	2			1 50.00%	1 50.00%	0 0.00%	1 50.00%	0 0.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	1 50.00%	0 0.00%
White and Indian	1			0 0.00%	1 100.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%
White and Pakistani	2	2		1 50.00%	1 50.00%	2 100.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	2 100.00%
White - British	259	91	96	110 42.47%	149 57.53%	68 26.25%	1 0.39%	75 28.96%	41 15.83%	0 0.00%	37 14.29%	4 1.54%	3 1.16%	0 0.00%	86 33.20%	67 25.87%	106 40.93%
White Eastern European	2			2 100.00%	0 0.00%	0 0.00%	2 100.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	2 100.00%
White - English	3	2		3 100.00%	0 0.00%	2 66.67%	0 0.00%	2 66.67%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 33.33%	1 33.33%	1 33.33%
White European	5	5	1	3 60.00%	2 40.00%	0 0.00%	1 20.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	2 40.00%	2 40.00%	1 20.00%
White Other	2	2	2	1 50.00%	1 50.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	0 0.00%	1 50.00%

Number of Results: 26

Yr Grp	Y3 %	Y4 %	Y5 %	Y6 %
Y3	94.16			
Y4	96.9	94.05		
Y5	96.25	95.7	93.86	
Y6	96.69	96.9	96.2	93.84

Between 95% - 96% of sessions attended

Between 96%-97% of sessions attended

Less than 95% of sessions attended

Over 97% of sessions attended

Key  
Red border indicates attendance impacted by COVID-19

## 1. Short-term Objectives – Year 1

Objectives	Actions	Responsibility	Timeframe	Outcome
Revise Equality objectives	<ul style="list-style-type: none"> <li>Ensure all staff are familiar with EMET Equality Policy</li> <li>Develop an action plan for the objectives</li> <li>Approve at FGB</li> <li>Publish on website</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>Governors</li> </ul>	Dec 2022	Objectives are a core driver of the school's curriculum and CJS is proactive in maintaining a high profile of the protected characteristics.
Ensure that procedures for recording Racist and Bullying incidents are clear	<ul style="list-style-type: none"> <li>Set up monitoring categories on CPOMs</li> <li>Train all staff in recording incidents concisely and factually</li> <li>Clarify reporting to authorities – EMET and NCC</li> <li>Agree thresholds to be reached to qualify for formalised recording.</li> <li>Establish clear monitoring dates for reviews</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>EMET CEO</li> </ul>	Dec 2022	Recording is full and accurate Monitoring is completed half-termly and actions taken where necessary. Staff are supported by clear procedures.
Raise awareness of all staff regarding protected characteristics and procedures	<ul style="list-style-type: none"> <li>CPD for staff which includes the agreement of thresholds to be reached to qualify for formalised recording.</li> </ul>	HT	1.9.22	All staff are clear about the definitions of racism and bullying and procedures to report and record incidents
Develop a review system for governors to monitor incidents regularly and quality of support and action following reports made.	<ul style="list-style-type: none"> <li>Termly data to be shared with governors as part of attendance, behaviour and HT report.</li> <li>Serious incidents to be discussed with Safeguarding and behaviour governor</li> <li>Develop review form to guide governors</li> </ul>	HT	Nov 22 As required Termly	Governors regularly monitor and challenge actions and decisions taken by school staff.
Widen pupils understanding and awareness of all pupils	<ul style="list-style-type: none"> <li>Review curriculum and focus on the school drivers of Diversity, Possibilities and Creativity</li> <li>Plan the RE curriculum to include visits/visitors and experiences to enhance children's understanding of the different cultures that are within their community and city</li> </ul>	HT RE co-ord Curric co-ord	Jan 22	Pupils have a clear understanding of the range of cultures and communities, their challenges and celebrate and empathise with each one.
Ensure that communication is accessible to all groups.	<ul style="list-style-type: none"> <li>Pupil's have signing as part of videos and performances where possible</li> <li>Attend Young Voices signed performance</li> <li>Develop relationships with families whose parents have EAL/hearing/sight difficulties by sourcing interpreters for key events including parents evening.</li> </ul>	Teachers TAs	Sept 22	CJS recognises that there are difficulties for those families who have experience of hearing impairments, developmental delays, speech and language development and EAL and develops strategies to support these children and their families with their time in school.
Pupils and staff with additional needs are planned for	<ul style="list-style-type: none"> <li>PEEPs complete</li> <li>Health Care Plans updated and new ones completed</li> <li>EPIPENs are checked and renewed where needed</li> <li>ASTHMA inhalers are checked and renewed where needed</li> <li>Transition information is clear and shared</li> <li>Dietary cards are renewed with particular focus on allergies and religious requirements</li> <li>Plans made for interpreter where necessary</li> </ul>	Teacher SENCO First Aid team AHTs Office	Sept 22	All needs are planned for with a view to keeping all pupils and adults safe.

## 2. Medium-term Objectives – Year 2

Objectives	Actions	Responsibility	Timeframe	Outcome
Curriculum impact regarding diversity and community is measured and plans made to review and implement year 2	<ul style="list-style-type: none"> <li>Curriculum impact review</li> <li>Report for Governors</li> </ul>	HT	Sept 23	CJS curriculum supports pupils in understanding, appreciation and tolerance to all communities and challenges
Staff are trained in all areas	<ul style="list-style-type: none"> <li>Staff audit of understanding with regards to protected characteristics is undertaken</li> <li>CPD package resourced/developed to address gaps in knowledge and understanding with regard to curriculum activities and supporting all pupils, including those with a disability</li> </ul>	DHT/SENCO	Jan 24	Staff are supported in being proactive, preparing for issues, developing support for pupils and in crisis management.
Ensure resources in school address the protected characteristics	<ul style="list-style-type: none"> <li>Audit of library and reading books</li> <li>Gaps addressed</li> <li>Additional resources purchased</li> </ul>	DHT Librarian SENCO	Jan 24	Resources do not discriminate or bias pupil's perception of the world.
Register for Bronze Rights Respecting Schools award.	<ul style="list-style-type: none"> <li>Register for details</li> <li>CPD for staff</li> <li>Focus on pupil awareness and strategies to manage incidents</li> <li>RRS team established and to lead assemblies for peers</li> <li>Steven Lawrence day added to school calendar – 22<sup>nd</sup> April</li> </ul>	DHT SENCO School Council Lead	April 24	CJS is racism aware and proactive in challenging discrimination
Investigate Lyfta and map alongside the wider curriculum	<ul style="list-style-type: none"> <li>Lyfta trial</li> <li>Year 6 to implement and feedback to staff</li> <li>Y3-5 to try three units of work</li> </ul>	RE and PSHE lead	May 24	CJS pupils have a wide experience of other cultures, worlds and lives.

## 3. Long-term Objectives – Year 3

Objectives	Actions	Responsibility	Timeframe	Outcome
Ensure parental understanding, appreciation and tolerance matches that of CJS pupils	<ul style="list-style-type: none"> <li>Parent workshops – presented by pupils</li> <li>Information shared in weekly newsletters</li> <li>Survey parents and act on results</li> </ul>	DHT Classes SENCO School Council lead	Dec 24	Parents demonstrate the same qualities and attributes as their children
Children have experience of a wide range of cultures, beliefs and and understanding of the diverse nature of their wider community	<ul style="list-style-type: none"> <li>Children have highlighted activities and visits on the Cultural Capital Visits plan</li> <li>Make connections with a local, more diverse school and arrange joint activities</li> <li>Visit places of worship</li> </ul>	DHT RE Lead SENCO School Council	Sept 25	Children can speak confidently about differences in culture by with respect and understanding about these.
Explore additional services available to individual needs to access the curriculum	<ul style="list-style-type: none"> <li>Work with public and private sectors to improve awareness</li> <li>Consider more effective use of funding</li> </ul>	SENCO	June 25	A wider range of services are available to staff to use to support varied needs.