



# Equality Objectives and Action Plan 2024 –2027

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<b>Last review date:</b>	25/11/24	<b>Last reviewed by:</b> B Murray
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**Equality Objectives 2024-2027**

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

**Contextual information:**

The Colne Valley area is a large, diverse region comprising various villages, each with its own characteristics. The community has a high proportion of 'working poverty' and high levels of reported domestic violence, compared to other wards within the local authority.

The school is over-subscribed with a PAN of 287 students per year group. Of the student body, 24% are eligible for FSM; 11% require SEND support and an additional 2.9% have an EHCP. There is a growing demand for social and emotional health support. The school and local area deprivation index fall below average. The student population is predominantly White British (87%). Students' attainment is slightly below the national average on entry. In the 2023-24 academic year, suspensions were higher than the national average.

Colne Valley High School was last inspected on 18 - 19th September 2019, where the school was judged to be 'Good' in all four categories. The academy became a part of Great Heights Academy Trust on 1<sup>st</sup> February 2024.

	<b>2025-2026</b>	<b>2024-2025</b>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>
No. of P Ex		2 pending	3	1	1
No. of students FTE		68	179	84	86
No. of students 1 or more FTE		43	74	51	53
No. of students 2 or more FTE		25	105	39	35

Attendance and persistent absence continue to be a focus for the school, but improvements can now be seen.

	<b>2025-2026</b>	<b>2024-2025</b>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>
Attendance %		92.2%	89.4%	90.19%	89.82%
Persistent Absentee %		20.9%	28.29%	26.1%	23.6%



equality of education and opportunity for all students, staff, parents and carers, irrespective of race, sexuality, gender, disability, belief, religion or socio-economic background.

To further support students, raise standards and ensure inclusive teaching, we have the following objectives:

- Objective 1: **To ensure that all students are engage in an inclusive and aspirational enrichment programme starting in Year 7 at CVHS.**
- Objective 2: **To maintain comprehensive knowledge of all students who are persistently absent from school and to ensure full awareness of their safeguarding needs during their absence**
- Objective 3: **To ensure all student reintegration explores the potential risks and vulnerabilities that may impact on a successful return, with appropriate interventions implemented as needed.**

July 2024

July 2025

July 2026

**Equality Action Plan**

<b>Equality Objective 1</b>	
<b>To ensure that all students are engaged in an inclusive and aspirational enrichment programme from Year 7 at CVHS</b>	
<b>Impact/Success Criteria/Outcomes</b>	<b>Monitoring/Evaluation/Recording</b>
<ul style="list-style-type: none"> <li>Audit of the enrichment offer in school and identification of barriers and opportunities</li> <li>Established a student council and raise the profile of student leadership</li> <li>Enrichment journey timeline through CVHS established</li> <li>Careers is embedded and the needs of NEET students is transparent</li> <li>Year 6 students are inducted to CVHS efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis of groups</li> <li>• ASP/IDSR</li> <li>• Teaching and learning scrutiny (subject leader monitoring)</li> <li>• CPOMs monitoring</li> </ul>
<b>Tasks/Actions</b>	
<p>Problem to solve: <i>Opportunities and engagement in addition to the curriculum are not accessed by all students; disadvantaged students significantly less.</i></p> <p>Active ingredients:</p> <ul style="list-style-type: none"> <li>• To develop a clear journey of enrichment, removing the barriers to access</li> <li>• To ensure enrichment opportunities are planned and strategic including student leadership</li> <li>• To work with all stakeholders to achieve this – Curriculum Leaders, Careers and external providers</li> </ul>	



- To ensure that all students have the opportunity to take part in extra-curricular trips and
- To build an effective and democratic student body

**Equality Objective 2**

**To maintain comprehensive knowledge of all students who are persistently absent from school and to ensure full awareness of their safeguarding needs during their absence**

**Impact/Success Criteria/Outcomes**

**Monitoring/Evaluation/Recording**

There will be a clear system with updated attendance percentages and details of bespoke planning in place

Achievement Coordinators will have oversight of all students currently absent and will be actively involved in the plan

Home visits will have referrals to external agencies if we do not see the student or have concerns about the family's welfare

We will see an improvement in attendance and engagement in school from the student

Students and parents will be made aware of the transition plan after a reintegration meeting

Less or no further suspensions in school moving forward

Student will have a clear robust plan in school that will be reviewed weekly

- Data Analysis
- ASP/IDSR
- Communication logs
- Attendance reviews
- Attendance working party

**Tasks/Actions**



**Problem to solve:**

If the student absence is not recorded on CPOMS or brought to the safeguarding team's attention, there will be no "eyes on" the student and a plan cannot be put in place.

**Active ingredients:**

- To implement a shared spreadsheet that is updated daily with students that are below 90% PA
- To ensure there is daily contact with parents/carers. Where no contact is made via the phone there are clear next steps for guidance – see link.
- To implement a schedule of home visits and quality assure any support plans ensuring there is a consistent clear approach to supporting the family that will work.
- Students who are persistently absent will be tracked and will be a primary focus for the attendance team.

**To ensure all student reintegration explores the possible risks and vulnerabilities that may impact on a successful return, with appropriate interventions implemented as needed.**

**Problem to solve:**

Students return to school and the patterns of negative behaviour persist, resulting in regular sanctions and suspensions reoccurring.

**Active ingredients:**

- To ensure there is always a member of the safeguarding team at the reintegration meeting
- To share the plan following reintegration to all relevant staff and ensure this is quality assured weekly. This plan must be clear and thorough; it will need to be bespoke and personalised to reflect the students' current risks and needs
- To review the plan regularly and monitor the student. Analyse the plan if challenges persist, ensuring there is regular communication for any amendments or updates.

**Equality Objective 3**

**To ensure all student reintegration explores the potential risks and vulnerabilities that may impact on a successful return, with appropriate interventions implemented as needed.**

**Impact/Success Criteria/Outcomes**

**Monitoring/Evaluation/Recording**



<p>Student and parent's will be aware of the transition plan after reintegration meeting</p>	<ul style="list-style-type: none"> <li>• Communication logs</li> <li>• Individual Action Plans</li> <li>• Data analysis</li> <li>• Attendance trackers</li> </ul>
<p>Less or no further suspensions in school moving forward</p>	
<p>Student will have a clear robust plan in school that will be reviewed weekly.</p>	

**Tasks/Actions**

Problem to solve:

Students return to school and the patterns of negative behaviour persist resulting in regular sanctions and suspensions reoccurring.

Active ingredients:

- To ensure there is always a member of the safeguarding team at the reintegration meeting.
- To share the plan following reintegration to all relevant staff and ensure this is quality assured weekly. This plan must be clear and thorough, it will need to be bespoke and personalised to reflect the students' current risks and needs.
- To review the plan regularly and monitor the student, analyse the plan if challenges persist ensuring there is regular communication for any amendments or updates.



**Evaluation/monitoring Key School Profile**

Number On Roll		Percentages		
		2025-2026	2024-2025	2023-2024
<b>Number on Roll</b>			1437	1432
<b>Gender</b>	% of male students		51%	50%
	% of female students		49%	50%
<b>Language</b>	% of students with additional language (EAL)		2.6%	3%
	% of students with English as their 1 <sup>st</sup> language		97.4%	97%
<b>Ethnicity</b>	White - British		87%	89.0%
	White and Black Caribbean		2.6%	2.8%
	White and Asian		1.3%	1.4%
	Any other white background		1.8%	1.6%
	Indian		0.3%	0.4%
	Pakistani		0.4%	0.4%
	Black - African		0.7%	0.7%
	Refused		0.3%	0.4%
	White and Black African		0.8%	1.0%
	White - Irish		0.2%	0.3%
	Any other mixed background		1%	1.0%
	Any other ethnic group		0.2%	0.3%
	Any other Asian background		0.4%	0.3%
	Any other Black background		0.07%	0.2%
	Information not yet obtained		0.8%	0.6%
	Black - Caribbean		0.1%	0.0%
	Traveller of Irish heritage		0.0%	0.0%
Chinese		0.07%	0.0%	
<b>Special educational Needs and/or disabilities</b>	EHC Plan		2.9% (42 students)	2.5% (36 Students)
	SEND Support		11.2% (163 students)	10.3% (148 Students)
	Monitoring		5.3% (76 students)	6.5% (94 students)
<b>Special Provision</b>	Free School Meals		24% (349 students)	24% (341 Students)
	Looked After Students		0.2% (4 students)	0.7% (10 Students)



**Review of progress to meet the School's equality objectives**

Equality Objectives	Actions/Progress
<p><b>Equality Objective 1:</b></p> <p>To ensure that all students are engaged in an inclusive and aspirational enrichment programme from Year 7 at CVHS</p>	<ul style="list-style-type: none"> <li>• Student leaders elected and commence regular meetings, Teams page and student voice cycle</li> <li>• Assembly and tutor rota planned to embed values</li> <li>• Enrichment is offered across a cross curricular basis, school to extend the offer available</li> <li>• Complete democracy programme session 1 – student leaders</li> <li>• Audit all students and complete analysis against engagement in extra-curricular and enrichment opportunities</li> <li>• Identify the barriers to enrichment engagement and set up a monitoring sheet in addition to Arbor</li> <li>• Work experience for Summer 2024 has been completed</li> <li>• Aspire Community Hub contacted, Pride in Linthwaite CVHS profile as 'go to' school for first offers for free events</li> <li>• Form time curriculum under COLNE-V essential ingredients</li> <li>• Work with staff on promotion of 'national days' - Maths/English have completed</li> </ul>





**Equality Objective 2:**

To have full knowledge of all students persistently absent from school and have full awareness of their safeguarding whilst absent.

- First day calling procedures updated May 2024
- Copies printed and laminated and shared with key staff.
- Home visits coordinated by Attendance Team
- New scripted calling cards printing and will be used for all unsuccessful home visits.
- Attendance team appointed and targeting key students and families



**Equality Objective 3:**

To ensure all student reintegration explores the potential risks and vulnerabilities that may impact on a successful return, with appropriate interventions implemented as needed.

- Each year team has two Personal Development Co-ordinators attached to each year group. Alongside the year group Achievement Co-ordinator reintegration meetings are completed by this team.